

Middle School Career Development Pre-ICAP Development

Pre-Individual Career Academic Plan (ICAP)

GRADE

6

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OKLAHOMA
CareerTech

CCD

Counseling and
Career Development

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Pre-ICAP Development Checklist

Here are the activities you need to complete in sixth grade to ensure that you are on track to completing your individual career academic plan.

Complete the following activities throughout the academic year: ✓

Complete the Holland Code assessment for sixth grade.	
Create an account on  OKCareerGuide	
Record your Holland scores in External Assessments Scores  	
Import documents into your Portfolio 	
Record your Holland Scores and Explore 	
Take the interest assessment  	
Explore career clusters and identify pathways	
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Set goals  	
Review your Options After High School 	
Invite your parents or guardians to create an account 	
Update your grade level at the end of school year 	

How to create an OKCareerGuide.org account

1. Go to Oklahoma Career Guide at www.okcareerguide.org.
2. Select **Create an Account**. In the dropdown menu select MS or HS student and click .
3. Type the first three letters of your site, center or organization. Typically, this will be the first few letters of your school name. For example, type "Cen" to get a list of options that begin with those letters. From that list, you may locate and select "Central HS."
4. During step 3, you will create a user name and password. Write them here for future reference:
 User name: _____
 Password: _____
5. Click  to complete the process.

NAME _____

SCHOOL _____



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Pre-ICAP Assignments Activity 1

Complete the Holland Code assessment for sixth grade.

Holland Code Assessment

Step 1. For each theme, check those items that describe you. Then total the checks in the bar at the top.

Realistic

R Total =

ARE YOU:

- ☐ Practical
- ☐ Athletic
- ☐ Straightforward
- ☐ Mechanically inclined
- ☐ A nature lover
- ☐ Good with tools and machinery

CAN YOU:

- ☐ Fix electrical things
- ☐ Solve mechanical problems
- ☐ Pitch a tent
- ☐ Play a sport
- ☐ Read a blueprint
- ☐ Work on cars

LIKE TO:

- ☐ Tinker with mechanics
- ☐ Work outdoors
- ☐ Be physically active
- ☐ Use your hands
- ☐ Build things

Investigative

I Total =

ARE YOU:

- ☐ Inquisitive
- ☐ Analytical
- ☐ Scientific
- ☐ Observant
- ☐ Precise
- ☐ Good with tools and machinery

CAN YOU:

- ☐ Think abstractly
- ☐ Solve math problems
- ☐ Understand physical theories
- ☐ Do complex calculations
- ☐ Use a microscope
- ☐ Work on cars
- ☐ Analyze data

LIKE TO:

- ☐ Explore ideas
- ☐ Use computers
- ☐ Work independently
- ☐ Perform lab experiments
- ☐ Read scientific or technical magazines

Artistic

A Total =

ARE YOU:

- ☐ Creative
- ☐ Intuitive
- ☐ Imaginative
- ☐ An individualist

CAN YOU:

- ☐ Sketch, draw, paint
- ☐ Play a musical instrument
- ☐ Write stories, poetry or music, sing, act, dance
- ☐ Design fashions or interiors

LIKE TO:

- ☐ Attend concerts, theaters, art exhibits
- ☐ Read fiction, plays, poetry
- ☐ Work on crafts
- ☐ Take photos
- ☐ Express yourself creatively

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Pre-ICAP Assignments (continued)

Holland Code Assessment

Step 1. For each theme, check those items that describe you. Then total the checks in the bar at the top.

Social

S Total =

ARE YOU:

- ☐ Friendly
- ☐ Helpful
- ☐ Idealistic
- ☐ Insightful
- ☐ Outgoing
- ☐ Understanding

CAN YOU:

- ☐ Teach/train others
- ☐ Express yourself clearly
- ☐ Lead a group discussion
- ☐ Mediate disputes
- ☐ Plan and supervise an activity
- ☐ Cooperate well with others

LIKE TO:

- ☐ Work in groups
- ☐ Help people with problems
- ☐ Participate in meetings
- ☐ Do volunteer service
- ☐ Work with young people
- ☐ Play team sports

Enterprising

E Total =

ARE YOU:

- ☐ Self-confident
- ☐ Assertive
- ☐ Sociable
- ☐ Persuasive
- ☐ Enthusiastic
- ☐ Energetic

CAN YOU:

- ☐ Initiate projects
- ☐ Convince people to do things your way
- ☐ Give talks or speeches
- ☐ Organize activities and events
- ☐ Lead a group

LIKE TO:

- ☐ Make decisions
- ☐ Be elected to office
- ☐ Win a leadership or sales award
- ☐ Start your own political campaign
- ☐ Meet important people

Conventional

C Total =

ARE YOU:

- ☐ Neat & Tidy
- ☐ Accurate
- ☐ Numerically inclined
- ☐ Methodical
- ☐ Conscientious
- ☐ Efficient

CAN YOU:

- ☐ Work well within a system
- ☐ Do a lot of paperwork in a short time
- ☐ Keep accurate records
- ☐ Use a computer terminal
- ☐ Write effective business letters

LIKE TO:

- ☐ Follow clearly defined procedures
- ☐ Use data processing equipment
- ☐ Work with numbers
- ☐ Type or take shorthand
- ☐ Be responsible for details

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Pre-ICAP Assignments (continued)

Holland Code Assessment

Step 2: Total the items checked for each theme/category. Identify the top three categories/themes that create the most accurate picture of you.

My top 3 categories/themes are _____

Step 3: Read the descriptions of your top three categories listed below and describe below how accurately you believe your three top themes describe your personality and interests.

Realistic People are characterized by competitive/assertive behavior and by interest in activities that require motor coordination, skill and physical strength. People oriented toward this role prefer situations involving action solutions rather than tasks involving verbal or interpersonal skills. They like to take concrete approaches to problem-solving rather than relying on abstract theory. They tend to be interested in scientific or mechanical rather than cultural and aesthetic areas.

Investigative People prefer to think rather than to act, to organize and understand rather than to persuade. They are not apt to be very people-oriented.

Artistic People value self-expression and relationships with others through artistic expression. They dislike structure, prefer tasks involving personal or physical skills and are more prone to expression of emotion than other people are. They are similar to investigative people, but are more interested in the cultural-aesthetic than the scientific.

Social People have high interest in other people and are sensitive to the needs of others. They perceive themselves as liking to help others, understanding others and having teaching abilities. Social people value social activities, social problems and interpersonal relationships. They use their verbal and social skills to change other people's behavior. They are generally cheerful, scholarly and verbally oriented.

Enterprising People are verbally skilled and use this skill in persuasion rather than in support of others. They also value prestige and status and are more apt to pursue it than conventional people.

Conventional People don't mind rules and regulations and emphasize self-control. They prefer structure and order to ambiguity in work and interpersonal situations. They place value on prestige or status.

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Create an Account Activity 2

Create an account on  **OKCareerGuide**

1. Follow the link above or just type in okcareerguide.org and it will take you to the page below.



[Explore](#) [Resources](#) [FAQs](#)

[English \(US\)](#) ▾

[Contact Us](#)

[Log In](#)

Career Pathways for All Oklahomans

From exploration to employment, we've got you covered.
Your next step starts here.

Get Started

2. Go to the middle of the screen and create an account.
3. First select the "Sign Up" and "6th-12th" button. You will see the following window come up. Select "a middle or high school student." Once you select middle or high school student, you can start creating an account.

Get Started



Select your account type to log in.

[Log In](#)

[Sign Up](#)

[Learners](#)

[Parents](#)

[Admins](#)

[Businesses](#)

[PreK-5th](#)

[6th-12th](#)

[Adult Learners](#)

[6th-12th \(Clever\)](#)



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Create an Account (continued)

4. Select your grade level (sixth). Select a graduation year.



I am a student



I am a parent/guardian

To create an account, all fields below are required.

Step
1
of 4

Current Grade Level:

✓ Select One

6th
7th
8th
9th
10th
11th
12th

5. Start typing in your school (it should start populating after three letters). If you do not find your school, check with your instructor.

6. Click the dark yellow **Next Step »** button at the bottom, and the page will get longer to reveal the next step.

Current Grade Level:

6th

High School Graduation Year:

2031

School, Center, Org or Oklahoma Resident: ?

ODCTE Training MS ✕

✕ Cancel

Next Step »

7. Provide an email or cell phone number in case you forget your user name or password. If you do not have either, ask your instructor for the best way to store your user name and password. **(NOTE: Make sure that you check the box allowing your school to send messages.)**

Step
2
of 4

First Name:

Your First Name

Last Name:

Your Last Name

Your ZIP Code:

XXXXX

Birth Date:

MM/DD/YYYY

Gender:

Male

Female

I prefer not to answer

Occasionally, we may need to contact you regarding your account password or other important system updates.

Please contact me by:

✕ Email

Text Message

Neither

Email Address:

youremail@provider.com

☒ Administrators can send me messages ?

✕ Cancel

Next Step »

8. Click the dark yellow **Next Step »** button.

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Create an Account (continued)

9. Use the same user name and password that you use for the school network. If that one is taken ask your instructor for the best solution. Make sure you write down your user name and password.

10. Select a security question and type in the answer.

Step 3 of 4

Create a New Username Use My Email Address

Desired Username: ?
Username

Password: ?
Password

Confirm Password:
Confirm Password

Security Question:
Select One

Security Answer:
Your Answer

Cancel Next Step >

11. Click the dark yellow Next Step > button.

12. Fill out step four as you wish. Be sure to check the box agreeing to the terms and conditions and click the dark yellow Sign Me Up box.

Step 4 of 4

Are you Hispanic or Latino?
Yes No I prefer not to answer

What is your race? (Check one or more)

☐ American Indian or Alaska Native ☐ White
☐ Asian ☐ I prefer not to answer
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander

☐ I have read and agree to the [terms and conditions](#) of use.

Cancel Sign Me Up

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Create an Account (continued)

13. The student version (Navigator) will open. It will look like the page below for a sixth grader and will have more options as you advance to higher grade levels.

The screenshot displays the OKCareerGuide student interface for a 6th grader. The top task bar includes a 'My Portfolio' dropdown, 'Messages', 'Languages', and 'Profile settings' icons. The left-hand navigation bar contains links to Home, Take Assessments, Explore Occupations, Plan for Education, ICAP Oklahoma, Education Plan, and Work Based Learning. The main content area shows a welcome message for 'GREEN' in 6th grade, followed by an 'ASSESSMENTS' section. Under 'Interests', there are five categories with progress bars: 1. Emergency and Fire Management Services, 2. Law Enforcement Services, 3. Personal Care Services, 4. Restaurants and Food/Beverage Services, and 5. Network Systems. Below the progress bars are 'Results' and 'Re-Take' buttons. On the right side, there are 'My Next Steps' and 'My Notes' pop-out buttons.

14. The Home page has several sections that will be used through out the curriculum.
- The left side is the **Left Hand Navigation Bar**
 - The **Top Task Bars** on the right has **My Portfolio**, **Messages**, **Languages**, **Profile settings**
 - On the **Right Side Pop-Outs** of the page are **My Next Steps**, **My Notes**
 - In the middle of the page after your assessments are:
 - o Quick Links
 - o Recommended Resources
 - o Messages
 - o Notes

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Pre-ICAP Assignments Activity 3

Import documents into your "My Portfolio" 📁

1. After logging into OK Career Guide, navigate to the **Top Task Bar** and click on **My Portfolio**, under **ADDITIONAL RESOURCES** & click on **Documents**.
2. If you had a Galaxy account in Elementary continue to follow the following steps. If you did not have a Galaxy account skip to step 5.

 Attach My Galaxy Portfolio

 Add New Files

3. Locate the button  in the center section of the page on the lower left. First you will need to make sure you know your Galaxy email and password. Using your Galaxy email and password click the button and enter them into the blanks. Then click  .

My Documents

Show 10 entries

Type	↑↓	Name	↑↓	Category	↑↓	Uploaded	↑↓	Actions
*		Blue Astronaut.png		I Statements		05/05/2021		Actions ▾
*		Builder.png		I Statements		05/05/2021		Actions ▾
*		Driving schedule.xlsx		I Statements		05/05/2021		Actions ▾
*		Grade 4 planet S Lesson Plan Template.docx		I Statements		05/05/2021		Actions ▾
*		Galaxy Portfolio Report for I Statements		I Statements		09/25/2024		Print
*		minion.jpg		I Statements		05/05/2021		Actions ▾
*		MIRACLE COBBLER.docx		I Statements		05/05/2021		Actions ▾
*		Pharrell Williams - Happy.mp3		I Statements		05/05/2021		Actions ▾
*		RIASEC Poster.pdf		I Statements		05/05/2021		Actions ▾
*		thinking.png		I Statements		05/05/2021		Actions ▾

4. At this time, you should keep all the items until your career plans have become more solidified. All items that were uploaded during your elementary experience should have been downloaded along with all answers you gave typed into your **I Statements**.

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Activity 3 (continued)

5. If you did not have an elementary Galaxy account, this is where you will upload documents that represent your skills and knowledge gained. This will also be the place to document your work experiences and awards. Locating the [+ Add New Files](#) button.

[Attach My Galaxy Portfolio](#)

[+ Add New Files](#)

6. Clicking the button reveals that you will need digital documents and physical item scan be made digital by taking a picture of them. The following screen shot shows the types of files it will take and the categories you can use to sort and store.

File:

[Browse](#)

Maximum File Size: 5MB with a limit of 20 files. Approved file extensions include zip, jpg, png, gif, bmp, svg, doc, docx, rtf, xls, xlsx, csv, txt, xml, html, pdf, xps, mp4, ppt, pptx and wmv.

Document Name:*

Document Name

Document Category:*

Select a Category

Document Type:*

Select One

Document Description:

Document Description

[Reset](#) [Upload](#)

7. Now is a good time to start showing a work history by finding a way to document any work you may have done over the summer. This could include jobs and chores that you were not paid. Your goal at this age is to start a work history. Use your imagination and find a way to document what you have done.
8. Brainstorm with your parents or teacher to find things to document and ways to document. List items to document below:

Jobs / Chores	How to document	Date completed

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Pre-ICAP Assignments Activity 4

Record your Holland scores in “External Assessments Scores.”

1. After logging into OK Career Guide you will see the three main sections. The center is the display of information and work area. The **Left Hand Navigation Bar** and the **Top Task Bar** is **My Portfolio** items. The **Right Side Pop-Outs** is **My Next Steps**, a quick guide of things to do at your grade level.
2. Click on  **My Portfolio**. You will see two options once it opens under  **Assessments**: Assessment Results and **External Assessment Results**.
3. Select **External Assessment Scores**.
4. In the center section you will see six areas to record assessments. Click on the first one, **Self-Directed Search**.
5. Fill in a score for each box based on your scores for each area of the **Holland Code Assessment**.
6. Enter the date you took the Holland Assessment.
7. Click the  button.
8. Either close and reopen the **Self-Directed Search** area or click on **My External Assessment Scores** on the left to reload the screen and see your results. You will see a new button , along with national clusters, pathways and occupations.
9. Record two of the **National Clusters** you found.
 - a. _____
 - b. _____
10. Record the **Pathways** that go along with the clusters.
 - a. _____
 - b. _____
11. Click on **Occupations**. List two occupations below.
 - a. _____
 - b. _____
12. To the left of each cluster, pathway and occupation is a star ★. If you like any of the clusters, pathways or occupations, click the star, and it will turn yellow so you can find it later.

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Pre-ICAP Assignments Activity 5

Take the interests assessment. 

1. Find the **Interests Assessment** in the center of your page or go to the **Left Hand Navigation Bar** and find it under **Take an Assessment**. 
2. Start the assessment and remember to answer based on your interest in what the question is talking about.

Explore career clusters and identify pathways.

1. When you are finished it will list your top five **Career Pathways**. List them below.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
2. List any pathways that were starred in your Holland Assessment.
3. Click on the View by National Career Cluster Ranking button and list the top five national clusters.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
4. If you like any of the clusters, pathways or occupations, click the star ★, and it will turn yellow so you can find it later.

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Pre-ICAP Assignments Activity 6

Connect 2 Business

1. Navigate to the **Left Hand Navigation Bar** and find **Connect 2 Business**. 
2. Click the WBL menu item and it will open up and reveal four items. Choose **Explore Opportunities**.
3. The following Page will open for you to see.

Explore Opportunities

Find opportunities that align with your interests.

Recommended Opportunities

All Opportunities

Saved Opportunities

4. Select the **Explore Businesses** tab and the following screen will appear.

Explore Businesses

Explore businesses and their details.

All Businesses

Saved Businesses

Filter Options

Industry

Select an option

Location

Select an option

Search Businesses

Search Businesses

Reset

Apply Filter(s)

5. There will be a filter options that opens, use the National Career Cluster information from activity 5 and put in the top cluster under **Industry** box.
6. The next box to filter is **Location**, pull down and select your city or one that is close to where you live.
7. Click the apply  **Apply Filter(s)** filter button to reveal your results.
8. List some of the business that you found that match below.

9. If you like any of the businesses, click the star , and it will turn yellow so you can find it later.

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Pre-ICAP Assignments Activity 7

Goals



Setting goals can be a great way to challenge yourself to make healthy lifestyle changes. Set yourself up for success by making your goals SMART!

SPECIFIC

What is your goal?

MEASURABLE

How will you keep track of your progress?

ATTAINABLE

How will you achieve your goal?
Make a plan!

RELEVANT

How will this goal help you?

TIMELY

When will you achieve this goal?



My goal is: _____

e.g. To drink more water! I will aim for 6 cups per day



I will track my progress by: _____

e.g. I will track my progress by logging how many glasses I drink each day in my phone or planner



I will achieve this goal by doing the following: _____

e.g. 1. Keep a clear bottle with me so I can tell how much I've had 2. Set an alarm to remind myself to drink every 2 hours



This goal helps me because: _____

e.g. This goal will help me to be healthier, have more energy, and help my skin



I will complete this goal by (date): _____

e.g. I will achieve my goal by February 15th

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Pre-ICAP Assignments Activity 7 Continued

Goals



SMART GOAL

Academic Goal:	How I will achieve my goal:
Career Goal:	
Other Goal:	I will achieve my goal by:

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Pre-ICAP Assignments Activity 7 Continued

Goals

Set Goals.

1. In the **Top Task Bar** click on **My Portfolio** , Locate **Additional Resources** , and select **Goals**.
2. Find the Add Goal  on the right and select.
3. Using the information that you did on the Goal work sheet create your goals
4. First give your goal a descriptive name.
5. Second under **Goal Type:** choose **Current Goals**. [you will not need to make High School Goals yet]
6. Third under **Goal Category** choose **Academic Goals** and make sure it is a short term goal for 6th grade.
Finish the goal with steps needed and deadline for finish.
7. Repeat the process for **Career Goals** and **Other/Personal Goals**.
8. Write the goals you made below.
 - a. Academic Goal: _____
 - b. Career Goal: _____
 - c. Personal Goal: _____
 - d. Other Goal: _____
9. Save each goal and add as many steps as needed to complete the goal. Do not mark complete until the goal is reached.

Review your Options After High School.

1. On the **Left Hand Navigation Bar** under **Plan for Education**, you will find **Options After High School**. There will be five options. Click on the **blueprint** after each option to look at the options based on your assessments.
2. Which option had the most occupations? _____
3. Which option had the least occupations? _____
4. Which option did you select? _____
5. Why? _____

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Pre-ICAP Assignments Activity 8

Invite your parents or guardians to create an account. Profile

1. In the Top Task Bar, click on  Profile to change account settings. At the bottom of that page you will find **My Parent Account(s)**. Click on the pencil at the right and fill out information.
2. Write your parent code here: _____

Check your Pre ICAP.

1. In the left hand menu locate **Pre-ICAP** , click on this area and open, all the cards for Middle school will open up revealing the items that need to be completed each year and by the time you graduate middle school.
2. The next thing to notice is the items that are complete will be shown by a green check . Take the time to look at your Grade 6 card and Before Graduation card to see what needs to be completed. If an item is unchecked take the time to finish that task or ask your instructor what needs to be done.

Update your grade level at the end of school year. Profile

1. In the **Top Task Bar**, under  Profile, locate your grade level and change it to your new grade level at the end of year.
2. If you have not been happy with the cluster or pathways that you are seeing click on **My School Information** and change **My Expected Level of Education** to a two- or four-year degree.



GRADE 7

What's Inside:

- **Checklist**
- **Activities 1-6**

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Pre-ICAP Development Checklist

Here are the activities you need to complete in seventh grade to ensure that you are on track to completing your individual career academic plan.

Complete the following activities throughout the academic year: ✓

Create or update your account on 	
Take the Skills Confidence Assessment  	
Explore Occupations Suggested by Assessment Results 	
Update your My Plans After High School 	
Review the Pre ICAP cards 	
Review Favorites   	
Connect 2 Business 	
Take a learning-style assessment	
Set goals  	
Start Education Plans 	
Invite your parents or guardians to create an account 	
Update your grade level at the end of school year 	

How to create an OKCareerGuide.org account

1. Go to Oklahoma Career Guide at www.okcareerguide.org.
2. Select **Create an Account**. In the dropdown menu select MS or HS student and click  .
3. Type the first three letters of your site, center or organization. Typically, this will be the first few letters of your school name. For example, type "Cen" to get a list of options that begin with those letters. From that list, you may locate and select "Central HS."
4. During step 3, you will create a user name and password. Write them here for future reference:
 User name: _____
 Password: _____
5. Click  to complete the process.

NAME _____

SCHOOL _____



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Pre-ICAP Assignments Activity 1

Create an account on  OKCareerGuide

1. If you have not created an account, follow the steps at the bottom of the checklist.
2. When you are logged in, go to your **Profile**  and update any personal information that is needed, including grade level.

Take the Skills Confidence Assessment.

1. Find the **Skills Confidence Assessment**  the center of your page or go to the **left-hand navigation bar** and find it under **Take an Assessment** 
2. Start the assessment and remember to answer based on the skills and abilities you have now.
3. When finished, click on your results in the center of the home page.
4. List the top five career pathways that were generated for you and a short description of each, then list the **National Cluster** for each [Career Pathway](#):

a. _____ – _____

NC: _____

b. _____ – _____

NC: _____

c. _____ – _____

NC: _____

d. _____ – _____

NC: _____

e. _____ – _____

NC: _____

5. ★ Star any career pathways that interest you.

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Pre-ICAP Assignments (continued)

6. Click on [View by National Career Cluster Ranking](#) just under the **Print Report** link. List your top five national career clusters:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

7. What is the last career cluster listed on the ranking? _____

8. Is it really something in which you have no interest? Explain:

9. Click on the second tab of the results [**Occupations to Explore**]. Choose three occupations you like and star ★ them. List your choices below.

- a. _____
- b. _____
- c. _____

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Pre-ICAP Assignments (continued)

10. Click on the third tab of the results [**Sample Ed Plans**]. Choose an education plan that aligns with one of your starred occupations and list it below.
 - a. _____
11. Click on the **Sample Ed Plan** that you listed above; it will open and be titled in green. Find the **Plan of Study (PDF)** and click on it. List below the math and science courses you will have to take in high school.
 - a. Math: _____
 - b. Science: _____
12. **As an optional activity, you can print out your plan of study to take home and show parents.**
13. Click on the fourth tab [**Majors to Explore**] and explore the **Education Levels** drop down box. Go through each level and apply filters and write below how many majors are possible with the education level.
 - a. Less than high school graduation: _____
 - b. High school graduation or equivalent: _____
 - c. Less than two-year postsecondary certificate or program: _____
 - d. Two- or three-year associate degree: _____
 - e. Bachelor's degree: _____
 - f. Doctorate or professional degree: _____
14. Choosing the education level that you plan to achieve. Star ★ three majors and list them below.
 - a. _____
 - b. _____
 - c. _____

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Pre-ICAP Assignments Activity 2

Explore **Occupations Suggested by Assessment Results**.

1. Click on  **Explore Occupations** on the left side of the screen.
2. After opening the section, click on **Occupations Suggested by Assessment Results**.
3. Look through all the occupations suggested and star ★ the ones in which you are interested.
4. List below five of the occupations you starred.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
5. Choose one of your favorites and click on it. Then answer the questions below.
 - a. Occupation Name: _____
 - b. Pathway: _____
 - 💰 c. National Annual Range: _____
 - 🎓 d. Entry-Level Education: _____
 - 👤 e. Number of Jobs in 2022: _____
 - 👥 f. Average Annual Job Openings (2022-2032): _____
 - 📈 g. National Outlook (2016-2026): _____
 - 🏢 h. Business and Financial Operations: _____
 - 📖 i. List 3 Job Duties:
 - i. _____
 - ii. _____
 - iii. _____
 - 📖 j. Salary & Outlook - Oklahoma Median: _____
 - k. Hourly Salary: _____

GRADE

7

Pre-ICAP Assignments (continued)

Update your Options After High School.

1. Locate the  **Plan For Education** section in the *left-hand navigation bar* and open. Click on **My Plans After High School**. Review and make a choice based on the occupation about which you listed details above.

Review the Pre ICAP cards.

1. Click on  **Pre ICAP** in the *left-hand navigation bar*. You will see several cards. The **Personal Info** on the **Before Graduation** card and **Assessment** on the **Grade 6 & 7** cards will have checks on them.
2. This is a list of the basic parts of the Pre ICAP that you will need to complete by your 8th grade year.

Review My Favorites.

1. In the *top task bar* click on  **My Portfolio**.
2. Locate  **Favorites** in the middle of the menu. You will see six choices and another way to get to **Notes**. These are all the items where you clicked the  star.
3. Click on each choice and see what you have already favored.
4. List which sections have no favorites listed. _____

GRADE 7

Pre-ICAP Assignments Activity 3

Connect 2 Business

1. Navigate to the **left-hand navigation bar** and find **Connect 2 Business**.
2. Click the WBL menu item and it will open up and reveal four items. Choose **Explore Opportunities**.

Explore Opportunities

Explore Businesses

Explore Opportunities

Find opportunities that align with your interests.

Recommended Opportunities

All Opportunities

Saved Opportunities

3. Select the **Explore Businesses** tab and the following screen will appear.

Explore Businesses

Explore businesses and their details.

All Businesses

Saved Businesses

Filter Options

Industry

Select an option

Location

Select an option

Search Businesses

Search Businesses

Reset

Apply Filter(s)

4. There will be a filter options that opens, use the National Career Cluster information from activity 1 and put in the top cluster under **Industry** box.
5. The next box to filter is **Location**, pull down and select your city or one that is close to where you live.
6. Click the  apply filter button to reveal your results.
7. List some of the business that you found that match below.

8. If you like any of the businesses, click the star , and it will turn yellow so you can find it later.
9. Have your instructor give you a copy of the **ICAP WBL Timeline and Definitions** handout, then discuss options you can start now.

GRADE

7

Pre-ICAP Assignments

Activity 4

Take a Learning-Style Assessment.

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

Section One

1. _____ I enjoy doodling, and even my notes have lots of pictures and arrows in them.
2. _____ I remember something better if I write it down.
3. _____ I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
4. _____ When trying to remember someone's telephone number or something new like that, it helps me to get a picture of it in my mind.
5. _____ If I am taking a test, I can "see" the text book page and where the answer is located.
6. _____ It helps me to look at the person while listening; it keeps me focused.
7. _____ Using flashcards helps me to retain material for tests.
8. _____ It's hard for me to understand what a person is saying when there are people talking or music playing.
9. _____ It's hard for me to understand a joke when someone tells me.
10. _____ It is better for me to get work done in a quiet place.

= TOTAL

Section Two

1. _____ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. _____ It helps to use my finger as a pointer when reading to keep my place.
3. _____ Papers with very small print, blotchy dittos or poor copies are tough on me.
4. _____ I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. _____ I remember things that I hear, rather than things that I see or read.
6. _____ Writing is tiring. I press down too hard with my pen or pencil.
7. _____ My eyes get tired fast, even though the eye doctor says that my eyes are OK.
8. _____ When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
9. _____ It's hard for me to read other people's handwriting.
10. _____ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

= TOTAL

GRADE**7**

Pre-ICAP Assignments (continued)

1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

Section Three

1. _____ I don't like to read directions; I'd rather just start doing.
2. _____ I learn best when I am shown how to do something, and I have the opportunity to do it.
3. _____ Studying at a desk is not for me.
4. _____ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. _____ Before I follow directions, it helps me to see someone else do it first.
6. _____ I find myself needing frequent breaks while studying.
7. _____ I am not skilled in giving verbal explanations or directions.
8. _____ I do not become easily lost, even in strange surroundings.
9. _____ I think better when I have the freedom to move around.
10. _____ When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

= TOTAL

Scoring

Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30, and the minimum score is 10. Note the preference next to each section.

Section One score: _____
(Visual)

Section Two score: _____
(Auditory)

Section Three score: _____
(Kinesthetic)

GRADE

7

Pre-ICAP Assignments (continued)

Evaluating the Learning Style Questionnaire

The modality type with the highest score indicates your preferred learning channel. The higher the score, the stronger the preference. If you have relatively high scores in two or more sections, you probably have more than one strength. If the scores in the sections are roughly equal, you probably do not have a preferred learning channel; you are a multi-sensory learner.

The following table summarizes the observable characteristics indicative of the three learning styles. It provides an informal means of assessing your preferred approach to learning.

Modality	Visual	Auditory	Kinesthetic (<i>hands-on</i>)
Preferred Learning Style	Learns by seeing or watching demonstrations.	Learns through verbal instructions from self or others.	Learns by doing and direct involvement.
Spelling	Recognizes words by sight; relies on configurations of words.	Uses a phonics approach; has auditory word attack skills.	Often is a poor speller; writes words to determine if they feel right.
Reading	Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration.	Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes.	Prefers stories where action occurs early; fidgets while reading; not an avid reader.
Handwriting	Tends to be a good writer, particularly when young; spacing and size are good; appearance is important.	Has more difficulty learning in initial stages; tends to write lightly.	Good initially, but deteriorates when space becomes smaller; pushes harder on writing instrument.
Memory	Remember faces, but forgets names; writes things down; takes notes.	Remembers names, but forgets faces; remembers by auditory repetition.	Remembers best what was done, but not what was seen or talked about.
Imagery	Vivid imagination; thinks in pictures; visualizes in detail.	Sub-vocalizes; imagines things in sounds; details are less important.	Imagery not important; images that do occur are accompanied by movement.
Distractability	Unaware of sounds; distracted by movement.	Easily distracted by sounds.	Not attentive to visual or auditory presentation so may seem distracted.
Problem Solving	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.	Attacks problem physically; impulsive; often selects solution involving greatest activity.
Response to Periods of Inactivity	Stares or doodles.	Hums, talks to self or talks to others.	Fidgets or finds reasons to move.
Response to New Situations	Looks around or examines structure.	Talks about situation; discusses pros and cons of what to do.	Tries things out; touches, feels or manipulates.

GRADE
7

Pre-ICAP Assignments Activity 5

Goals



Setting goals can be a great way to challenge yourself to make healthy lifestyle changes. Set yourself up for success by making your goals SMART!

SPECIFIC

What is your goal?

MEASURABLE

How will you keep
track of your
progress?

ATTAINABLE

How will you
achieve your goal?
Make a plan!

RELEVANT

How will this
goal help you?

TIMELY

When will you
achieve this goal?



My goal is: _____

e.g. To drink more water! I will aim for 6 cups per day



I will track my progress by: _____

e.g. I will track my progress by logging how many glasses I drink each day in my phone or planner



I will achieve this goal by doing the following: _____

e.g. 1. Keep a clear bottle with me so I can tell how much I've had 2. Set an alarm to remind myself to drink every 2 hours



This goal helps me because: _____

e.g. This goal will help me to be healthier, have more energy, and help my skin



I will complete this goal by (date): _____

e.g. I will achieve my goal by February 15th

GRADE

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Pre-ICAP Assignments Activity 5 Continued

Goals



SMART GOAL

Academic Goal:	How I will achieve my goal:
Career Goal:	
Other Goal:	I will achieve my goal by:

GRADE

7

Pre-ICAP Assignments Activity 6

Set Goals.

1. In the **top task bar** click on **My Portfolio**  , Locate **Additional Resources**  , and select **Goals**. Review your goals from sixth grade. If you have completed them, then check complete; if not, they will become additional seventh grade goals to complete.
2. Select **Add Goal**  . Under **Goal Type**, select **Current Goal** [something that will be finished this year] then make a goal for each category. Write those goals below.

- a. Academic Goal: _____
- b. Career Goal: _____
- c. Personal Goal: _____
- d. Other Goal: _____

3. Save each goal and add as many steps as needed to complete the goal. Do not mark complete until the goal is reached.

Start Education Plan

1. Open **Education Plan**  in the **left-hand navigation bar**. Open both documents and print them; then review carefully.
2. Select  then fill out the new plan information, making sure that you choose an area of study.
3. Check  . This will open up a plan for seventh grade through postsecondary education. Click on the plus sign by **7th Grade** to open all classes available to seventh graders. Locate all the courses in which you are enrolled.
4. Open up **8th Grade** and repeat for as many courses that are required or that you will want to take.
5. Scroll down to the bottom and make sure you click  . If you have a complete schedule for eighth grade click  . You will not be able to edit this plan unless it is disapproved. Next year we will look at how to copy and create a new plan starting with what you have already done.

Invite your parents or guardians to create an account.

1. In the upper right corner of the screen, click on  next to your avatar. You will find and select **Profile** settings. At the bottom of the page for account settings you will find **My Parent Account(s)**. Click on the pencil  at the right and fill out the information.
2. Write your parent code here: _____

Update your grade level at the end of school year.

1. In the same location, locate your grade level and change to your new grade level at the end of the year.
2. If you have not been happy with the cluster or pathways that you are seeing, go under **My School Information** and change **My Expected Level of Education** to a two- or four-year degree.



GRADE

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Pre-ICAP Assignments (optional) Activity 6

Additional Activity

[depending on size of class could be another 50 minutes]

Have students choose one of their top career pathways and give class information about it and explain how they may like to pursue a career in this area.

Additional Activity [depending on size of class could be another 50 minutes]

Have students print out pathway details to take home to parents and ask them what they think about the pathways and sign it. Students would report to the class about what their parents or guardians might know about the pathways.

Additional CTE Activity [this would use the worksheet in Activity 1]

1. The CTE teachers would go to the occupations suggested by national career clusters and pathways.
2. Following the list of pathways for each cluster, they will make a list of occupations related to their CTE classes.
3. Students either are assigned pathways or choose pathways and then use worksheets to gather information and present to the class.
4. If students are in a STEM exploratory class, they might just complete the worksheet for each area they explore. It would be included in the assignments for that area.



GRADE

8

What's Inside:

- **Checklist**
- **Activities 1-8**
- **Resume Help**
- **Creating a Resume**
- **Sending your Resume**
- **Create a Resume page in OKCG**
- **Functional Resume**
- **Chronological Resume**
- **Reality Check**

GRADE

8

Pre-ICAP Development Checklist

Here are the activities you need to complete in eighth grade to ensure that you are on track to completing your Individual Career Academic Plan.

Complete the following activities throughout the academic year: ✓

Create or update your account on  	
Take or retake the Career Interests Assessment and Skills Confidence Assessment. 	
Compare your interests to your skills.  	
Explore Occupations Suggested by a Pathway. 	
Explore Programs of Study.	
Review sample plans of study.  	
Update Education Plans. 	
Connect 2 Business. 	
Explore the continuum of Connect 2 Business.	
Connect 2 Business Opportunity (Extension Activity). 	
Document your skills and accomplishments.   Mapping out a Plan.	
Start a resume.  	
Review the Pre ICAP cards. 	
Set Goals.  	
Invite your parents or guardians to create an account. 	
Update your grade level at the end of school year. 	

How to create an OKCareerGuide.org account

1. Go to Oklahoma Career Guide at www.okcareerguide.org.
2. Select **Create an Account**. In the dropdown menu select MS or HS student and click  .
3. Type the first three letters of your site, center or organization. Typically, this will be the first few letters of your school name. For example, type "Cen" to get a list of options that begin with those letters. From that list, you may locate and select "Central HS."
4. During step 3, you will create a user name and password. Write them here for future reference:
 User name: _____
 Password: _____
5. Click  to complete the process.

NAME _____

SCHOOL _____

GRADE

8

Pre-ICAP Assignments

Activity 1

Create an account on .  OKCareerGuide

1. If you have not created an account, follow the steps at the bottom of the checklist.
2. When you are logged in, go to the account  **Profile** and update any personal information that is needed, including grade level.

Take or retake the Career Interests Assessment and Skills Confidence Assessment.

1. Find the **Career Interests Assessment** and **Skills Confidence Assessment** in the center  of the page or go to the **left-hand navigation bar** and find them under **Take Assessment** . 
2. After two years in middle school you have had a chance to explore new classes sparking new interests and building new skills. If you have already taken both assessments, jot down your top five from both assessments before you retake them.
3. Start the assessments and remember to answer based on the skills and abilities you have now.
4. When you have finished both assessments, compare the new results with what you jotted down before you retook the assessments. Make note of any differences and list them below for both assessments:

a. Interests: _____

b. Skills: _____

Compare your interests to your skills.

1. On the **right side pop-outs** choose  . The second step says, "**Pay attention to how your interests and skills compare to each other.**"
2. Click on the second step to see a composite report. You can also get there by going to **My Portfolio** , **Assessments**  and choosing **Assessment Results. Interests and Skills Composite Report.** 
3. Looking at the composite report, list below the five pathways and compare your interests and skills. Were they low, medium or high? Also identify the national cluster under which the path falls.

a. Pathway 1: _____

i. Interest: [Circle one] Low - Medium - High

ii. Skill: [Circle one] Low - Medium - High

A. National cluster: _____

GRADE

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Pre-ICAP Assignments (continued)

b. Pathway 2: _____

i. Interest: [Circle one] Low - Medium - High

ii. Skill: [Circle one] Low - Medium - High

A. National cluster: _____

c. Pathway 3: _____

i. Interest: [Circle one] Low - Medium - High

ii. Skill: [Circle one] Low - Medium - High

A. National cluster: _____

d. Pathway 4: _____

i. Interest: [Circle one] Low - Medium - High

ii. Skill: [Circle one] Low - Medium - High

A. National cluster: _____

e. Pathway 5: _____

i. Interest: [Circle one] Low - Medium - High

ii. Skill: [Circle one] Low - Medium - High

A. National cluster: _____

GRADE

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Pre-ICAP Assignments

Activity 2

Explore Occupations suggested by a pathway. 

1. If you are not still in your composite report follow the steps above and return to your composite report.
2. Click on each of the five pathways and view the occupations for each. Star ★ any of the occupations that interest you. At this time you are going to be asked to make a choice of a possible career pathway. *[You can change anytime in the future.]* List that pathway below.

3. Click on the pathway of your choice. When it opens, you will see a list of occupations chosen for you based on your composite report.

4. List three of the occupations that you starred.

- a. _____
- b. _____
- c. _____

Explore Programs of Study

1. Return back to your pathway. Find **Filter Options** at the top of the page. Click on **Programs of Study** and . Star ★ any of the programs of study that interest you. List your three favorite programs below:

- a. _____
- b. _____
- c. _____

2. Scroll to the top of the page and look at the pathway name. To the left of the name is an icon. Describe the color and shape or draw it.

- a. _____

3. Click on one of your starred programs and list the schools the offer that program.

- a. _____

GRADE

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Pre-ICAP Assignments Activity 3

Review sample plans of study.

My Next Steps



1. On the right side of the screen is **My Next Steps**. The fourth step says, "☐ **Review Sample Plans of Study.**"

2. Click on it to see **Sample Education Plans by 16 National Career Clusters.**
3. Remembering back to **Activity 1**, select the icon(s) that matches your pathway(s). Your pathway should be listed within the page that opens. Under the pathway will be a **Plan of Study**. Click on **PDF** and download the document to print or save to your personal drive. You will need **Plan of Study** for **My Education Plans**.

Update Education Plans.

1. Open  **My Education Plans** in the **left-hand navigation bar**. You should have printed or saved both documents last year. If you did not, do so now and keep them handy to complete this assignment.
2. Find your 7th Grade plan, then at the bottom locate the Copy  symbol. Change the plan name to **8th Grade**, then click  this will open a plan for eighth grade that still has every thing you did last year.
3. Select the copy, open it and change the name.
4. Click on the **+** by **7th Grade** and **8th Grade** and make any changes to make sure it is up to date. You will need your sample education plans and your plan of study along with your ninth grade enrollment form.
5. Using all of these documents fill out as much of your high school courses that you can, including any postsecondary courses that are listed on your plan of study.
6. Scroll down to the bottom and make sure you click . If you have a complete schedule for ninth grade, click on . You will not be able to edit this plan unless it is disapproved. Next year we will look at how to copy and create a new plan starting with what you have already done.

GRADE

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Pre-ICAP Assignments Activity 4

Connect 2 Business

1. Navigate to the **left-hand navigation bar** and find **Connect 2 Business**.
2. Click the WBL menu item and it will open up and reveal four items. Choose **Explore Opportunities**.
3. The following Page will open for you to see.

Explore Opportunities

Explore Businesses

Explore Opportunities

Find opportunities that align with your interests.

Recommended Opportunities

All Opportunities

Saved Opportunities

4. Select the **Explore Businesses** tab and the following screen will appear.

Explore Businesses

Explore businesses and their details.

All Businesses

Saved Businesses

Filter Options

Industry

Select an option

Location

Select an option

Search Businesses

Search Businesses

Reset

Apply Filter(s)

5. There will be a filter options that opens, use the National Career Cluster information from **Activity 1** and put in the top cluster under **Industry** box.
6. The next box to filter is **Location**, pull down and select your city or one that is close to where you live.
7. Click the  apply filter button to reveal your results.
8. List some of the business that you found that match below.

9. If you like any of the businesses, click the star , and it will turn yellow so you can find it later.

Explore the continuum of work-based learning.

1. Get the **ICAP Work-Based Learning Timeline and Definitions**. Because you have chosen a pathway and a possible career, you need to look into some WBL activities to make sure that you really like this choice.
2. Looking at the top five WBL criteria, have you done any of these things in the occupation or pathway you have chosen? **[Circle one] Yes - No**
3. Which of the top 5 WBL criteria might you be able to complete this year or the summer before ninth grade?

GRADE

8

Pre-ICAP Assignments Activity 4 (Extension activity)

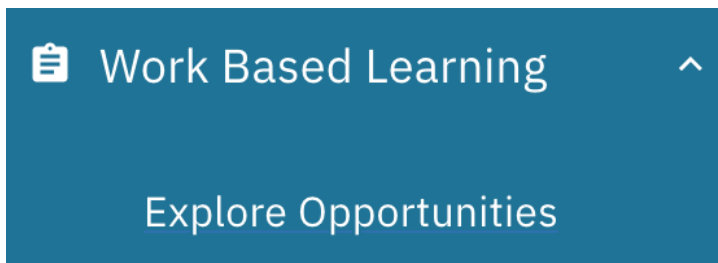
Connect 2 Business 

If your Technology Center offers an Eight Grade Tour to all eight graders in their sending schools.

Explore Opportunity 

ASSIGNMENT 1

1. In the **left-hand navigation bar** open  **Connect 2 Business** and choose **Explore Opportunities**.



2. The **Explore Opportunities** page will open, then select **All Opportunities**.

Explore Opportunities

Explore Businesses

Explore Opportunities

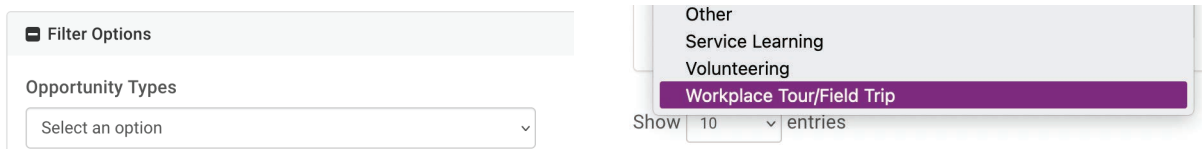
Find opportunities that align with your interests.

Recommended Opportunities

All Opportunities

Saved Opportunities

3. In the **Filter Options** area under **Opportunity Types** select **Workplace Tour/Field Trip**



GRADE

8

Pre-ICAP Assignments (continued)

4. Then click the [✓ Apply Filter\(s\)](#) button, and you should see your Technology Center listed with an activity for 8th grade students. Your instructor will give you the exact title of the activity.
5. Click on the [Blue Title](#) to take part in the activity.
6. The activity will open and look like the picture below.

ODCTE Tech Center Tour

Type Workplace Tour/Field Trip	Related Occupations Installation, Maintenance, and Repair Workers, All Other	Interested in this opportunity? Request to Participate
Start Date 10/2/2024	Industry N/A	
End Date 12/13/2024	Spots Available 2	

Opportunity Description

Tour Tech center and see programs that match your career goals.

Application Instructions

Sign up in OKCG

Location

Website:

Employees:

Contact Details

Name:

Email:

Phone:

7. Review the activity and check with instructor to make sure you have the correct event selected. At this point you will need to click the large blue button.

[Request to Participate](#)

8. You will see a note that your request has been sent and that you will receive a notification at your email. The page behind the note will also show the **Opportunity Requested** and the Admin will contact you soon.

Opportunity Requested



A Work-Based Learning Admin has received your request to participate in this opportunity. They will contact you soon.

GRADE

8

Pre-ICAP Assignments (continued)

ASSIGNMENT 2

1. After the Work-Based Learning Admin has approve your opportunity, it will show up in your top menu bar in **Messages**.  You will know you have a message by the red dot.
2. Clicking on Messages  and you will see your activity listed with a red dot beside it. Click on the activity to view the message, at the bottom of the message you will click on [View Opportunity](#). The other way to view the opportunity is to go to the **left-hand navigation bar**, within  **Connect 2 Business**, under **Manage Opportunities**.
3. Your will now see your activity with the status of In **Progress**. There will also be 4 parts to the opportunity. See Page below.
 - a. **Pre-opportunity research**
 - b. **WBL Opportunity**
 - c. **Post-Opportunity Evaluation**
 - d. **Time Entries**

ODCTE Tech Center Tour



In Progress

Details

Time Entries

Pre-opportunity research

Learn something about the company, business, type of work. May include an advising meeting

☐ Pre-opportunity research

WBL Opportunity

Description: Experiential learning where the student works with a school advisor and an employer/ business advisor or community partner to get hands-on experience

☐ WBL Opportunity

Post-Opportunity Evaluation

Description: Student reflects on what they learned

Submit Opportunity

GRADE

8

Pre-ICAP Assignments (continued)

ASSIGNMENT 2

4. For the **Pre-opportunity research** you should receive several items from your instructor. First is the **"Student Checklist"** and **"Tour/Field Trips Permission Form"**.
5. Your instructor will guide you through the **Before the Workplace Tour** activities.
- a. ☐ Research the company or organization that you will visit.
 - b. ☐ Assess how a workplace tour can support your ICAP goals.
 - c. ☐ Find out how to dress and act appropriately at this particular workplace.
 - d. ☐ Get **Work-Based Learning Permission** form signed.
 - e. ☐ Turn in signed **Work-Based Learning Permission** form.
 - f. ☐ Develop questions with teacher about the work, career opportunities and connections to academics at this workplace.
6. When you have finished the **Pre-opportunity research** you will click on the box next to **Pre-opportunity research**. ☐ Pre-opportunity research This will open a window that you can choose the date finished as well as upload research, permission form or questions to ask during the activity.

Before

Pre-opportunity research

Learn something about the company, business, type of work. May include an advising meeting

completed date

mm / dd / yyyy



Upload File

Browse... No file selected.

✕ Cancel

Confirm

After

Pre-opportunity research

Learn something about the company, business, type of work. May include an advising meeting

☒ Pre-opportunity research

🕒 Completed on 10/2/2024

GRADE

8

Pre-ICAP Assignments (continued)

ASSIGNMENT 3

1. During the tour follow some of the following tips from your “**Student Checklist**”.

2. ***During the Workplace Tour***

- a. ☐ Pay close attention to safety issues at the workplace.
- b. ☐ Know your prearranged small groups to experience the most of tour.
- c. ☐ Think about what you need to know to determine if careers in this industry are for you.
- d. ☐ Listen carefully as other students are asking questions so as not to repeat questions.
- e. ☐ Prepare to maximize your learning by listening and learning from tour guide.
Take notes to document experience.

3. After returning from your activity log in to OKCG and return to  Work Based Learning and Manage Opportunities. Click on the box next to **WBL Opportunity**.

☐ **WBL Opportunity** This will open a window that you can choose the date finished as well as upload notes, reflections or questions asked during the activity.

Before

WBL Opportunity

Description: Experiential learning where the student works with a school advisor and an employer/ business advisor or community partner to get hands-on experience

☐ **WBL Opportunity**

After

WBL Opportunity

Description: Experiential learning where the student works with a school advisor and an employer/ business advisor or community partner to get hands-on experience

☒ **WBL Opportunity**

 Completed on 10/2/2024

4. This is also when you will enter time spent on this activity. Click on either the [Add Time](#) button  or the Time Entries tab at the top of the page.

5. The New Time Entry will have a place for a title, date, duration, and file upload. This could include photos handouts, applications, or additional evaluations. There is also a **Related Requirement** where you can choose what you uploaded in **Upload File**.

GRADE

8

ASSIGNMENT 4

1. After the Tour consider using your **"Student Checklist"**.
 - a. ☐ Use your notes for individual and group reflection exercises.
 - b. ☐ Participate in classroom activities that will help you think about the value of the workplace tour.
 - c. ☐ Write thank you-notes to workplace host. Electronic methods are acceptable.
Discuss the next step in learning about careers.
 - d. ☐ Complete a **Work-Based Learning Program Evaluation**.
2. The last activity will be to complete a **Post-Opportunity Evaluation**. Clicking on the blue [Complete Evaluation](#) button. This will open a Post-Opportunity Evaluation.
3. Select the answer that best describes your experience, then click the [Submit Evaluation](#) button.

Before

Post-Opportunity Evaluation

Description: Student reflects on what they learned

[Complete Evaluation](#)

After

Post-Opportunity Evaluation

Description: Student reflects on what they learned

 Completed on 10/2/2024

4. Upon completion you will get the following message.

Opportunity Submitted



You have submitted your opportunity to the Work-Based Learning Admin. They will review all the information provided to ensure completion.

GRADE

8

Pre-ICAP Assignments

Activity 5

Documenting your skills and accomplishments.

1. Open  **My Portfolio** in the **top task bar**. At the bottom under  **Additional Resources**, click on Documents. At the bottom click on  and upload any digital files that show your skills or work toward your goal, including pictures and video/audio. This is where you will document any WBL activities you have done along with any Career and Technical Student Organization[CTSO] involvement [FFA, FCCLA, TSA, SkillsUSA, BPA, DECA, HOSA], and any other club or organization you have been a part of in or out of school. It could include sports and summer camps going back to sixth grade or before.
2. Make sure that you use a descriptive name, especially if you have done or received the same award more than once.
3. List three items you uploaded.
 - a. _____
 - b. _____
 - c. _____

Review the Pre ICAP cards.

1. Click on  **Pre ICAP** in the **left-hand navigation bar** to see ICAP cards. There will be more checks and the **Personal Info** card should be all green. This is a list of the basic parts of the Pre ICAP that you will need to complete by the end of your eighth grade year.

GRADE

8

Pre-ICAP Assignments Activity 7

Goals



Setting goals can be a great way to challenge yourself to make healthy lifestyle changes. Set yourself up for success by making your goals SMART!

SPECIFIC

What is your goal?

MEASURABLE

How will you keep
track of your
progress?

ATTAINABLE

How will you
achieve your goal?
Make a plan!

RELEVANT

How will this
goal help you?

TIMELY

When will you
achieve this goal?



My goal is: _____

e.g. To drink more water! I will aim for 6 cups per day



I will track my progress by: _____

e.g. I will track my progress by logging how many glasses I drink each day in my phone or planner



I will achieve this goal by doing the following: _____

e.g. 1. Keep a clear bottle with me so I can tell how much I've had 2. Set an alarm to remind myself to drink every 2 hours



This goal helps me because: _____

e.g. This goal will help me to be healthier, have more energy, and help my skin



I will complete this goal by (date): _____

e.g. I will achieve my goal by February 15th

GRADE

8

Pre-ICAP Assignments Activity 7 Continued

Goals



SMART GOAL

Academic Goal:	How I will achieve my goal:
Career Goal:	
Other Goal:	I will achieve my goal by:

GRADE

8

Pre-ICAP Assignments

Activity 8

Set goals.  

1. Click **My Portfolio**  in the **top task bar**. Then select **Goals** under **Additional Resources**  and review your goals from sixth and seventh grades. If you completed them, check complete. If not use to write eighth grade goals.
2. Select **Add Goal**. Under **Goal Type**, select **Current Goal** and make a goal for each category. They should be things you will finish this year or possibly the summer before ninth grade. Write your goals below.
 - a. Academic Goal: _____
 - b. Career Goal: _____
 - c. Other Goal: _____
3. Save each goal and add as many steps as needed to complete the goal. Do not mark a goal complete until it is reached.
4. Select **Add Goal**. Under **Goal Type**, select **High School Goal** and make a goal for each category. They should be things you will finish during ninth or 10th grade. Write those goals below.
 - a. Academic Goal: _____
 - b. Career Goal: _____
 - c. Other Goal: _____
5. Save each goal and add as many steps as needed to complete the goal. Do not mark complete until the goal is reached.

Invite your parents or guardians to create an account.

1. In the upper right corner of the screen, click on  next to your avatar. You will find and select **Profile** settings. At the bottom of the page for account settings you will find **My Parent Account(s)**. Click on the pencil  at the right and fill out the information.
2. Write your parent code here: _____

Update your grade level at the end of school year.

1. In the same location, locate your grade level and change to your new grade level at the end of year. You can also update any other information that has changed.
2. If you have not been happy with the cluster or pathways that you are seeing, go under **My School Information** and change **My Expected Level of Education** to a two- or four-year degree.

GRADE

8

Resume Help

One of the early steps in preparing for a job search is the development of a high quality resume that represents your skills, experience, and educational attainments. Your resume, usually a concise one-pager, is the document that either will attract an employer to call you in for an interview or will block you from having that opportunity. Without an interview, of course, there is no possibility that you will get a job.

Preparing to Write Your resume

Before beginning your resume, review your education, work experience, interests, extracurricular activities, travel, foreign language ability, military service, memberships, and community service in order to determine what to include. Carefully consider what you have accomplished and the skills you have developed through your experience. Employers are particularly interested in examples of leadership, self-motivation, and communication skills.

Gathering and organizing this diverse information can be daunting. However, if you make a practice of noting this information as it occurs and keeping this information in one place, future resumes and applications will be much easier to complete. The Kuder Career Planning System gives you the opportunity to record and organize that information within the resume Builder area. You can create a resume that has the following sections:

- Summary
- Work Experience
- Education
- Skills
- Certifications
- Languages
- Honors and Awards
- Organizations

It is very easy to enter and edit the information and to keep your e-portfolio updated. If you create and label your initial resume as a Master resume, you can add all of the information you might need in the future to create a resume. The information you store here is available to you at any time, from anywhere you have internet access, as long as you remember your User Name and Password. You can continue to update and add information throughout your life. When you are ready to create a new resume or fill out an application for educational opportunities or financial aid, that information will be available and neatly organized for you.

GRADE

8

Creating your Resume

To begin a new resume using the *Kuder Career Planning System*, simply click on Add New resume from the resume Builder main page. Begin by completing the following fields:

- Resume Title - Give your new resume a unique name.
- Summary - Type in a brief, clearly worded statement of what you want to do, where you want to do it, and your skills that are relevant for the desired position. Your objective should be customized to each type of position for which you apply.
- Resume Format - There are two basic resume formats. Choose the one that will best highlight your strengths.
 - o The chronological resume stresses continuity of employment. It is especially effective if your work history is related to your career goals and you can show increasing responsibility. Items under each heading are presented in reverse chronological order, beginning with the most recent dates or the most relevant experience. Include dates of employment, names and addresses of employers, job titles, and brief descriptions of your responsibilities and accomplishments in each instance. [Chronological resume example \(Opens in a new window.\)](#)
 - o The functional resume is arranged according to skills and/or job function experience (such as Organization, Research, Management, Communications, etc.). All experiences that show proficiency in a specific skill are grouped together, minimizing or not mentioning names of past employers or dates. This format can be useful for persons with considerable volunteer (rather than paid) experience, career changers, and recent college graduates with limited employment who wish to emphasize skills they have acquired in schooling. [Functional resume example \(Opens in a new window.\)](#)
- Resume Style - Choose a style that best expresses your personality. While the Kuder system offers you a great deal of flexibility in choosing which items will be included in your resume and in which style that information will be presented, you may wish to customize the resume further or create your own unique style. In order to do this, select and copy the information from your resume and paste it into word processing or desktop publishing software to edit it further.
 - o The **basic resume** style has the least amount of formatting. It is suitable for copying into another program for additional editing as described above or for use as an electronic resume, which can be submitted in print form or on diskette to be scanned into a searchable database, included in, or attached to an e-mail message.
 - o The **contemporary, elegant, and professional styles** are all suitable for printing. Simply choose the style you prefer. PLEASE NOTE: In order to print a resume that can be given to potential employers, you may need to change your browser's default setting so that it does not print the web page header and footer information. Changing this setting is usually done through the browser's Page Setup dialogue.

When you have completed the required information, click "Save" to save your resume. If you do not wish to save this resume, click on the "Cancel" button.

GRADE

8

Creating your Resume (continued)

Begin to build the body of your resume by adding content in the appropriate fields. Use the information you collected during your preparation stage, as described above. If you do not have information for a particular category, that category will not appear on your final resume.

- **Work Experience** - Provide information about your work experience, including full-time, part-time, summer, volunteer, and internship experiences. Describe accomplishments and specific tasks rather than “responsibilities.” Emphasize transferable skills, especially as they relate to the employer who will read your resume. Begin phrases with “action” verbs such as organized, planned, led, and advised. Omit personal pronouns and be positive and concise.
- **Education** - List educational institutions you have attended. If you are completing a postsecondary degree, you may not wish to include high school information.
- **Skills** - If you plan to complete a functional resume, this area is vital; it is optional for a chronological resume. List specific skills such as Management Skills, Organizational Skills, and Leadership Abilities; then provide specific evidence indicating how you have developed and used those skills.
- **Certifications** - List any certifications you have received that may help show your skill level.
- **Languages** - Enter any languages you speak.
- **Honors and Awards** - Describe any awards or honors you have earned.
- **Organizations** - List extracurricular activities if they are relevant to work, describing them in the same style as work experience. Include examples of leadership, offices held, and program planning involvement. Include information about any memberships in professional organizations or fraternities, mentioning offices, titles, special duties, and achievements.

As you complete the information in the resume Edit form, you may wish to click periodically on the “Print” button at the top of the page to see how your resume looks as you complete the information. Modify the content as necessary so that it accurately and attractively portrays your strengths and skills.

GRADE

8

Resume Tips

Besides the fact that your resume must represent strong skills and experience for the position, it should have the following characteristics:

- Look attractive and be very accurate in spelling, punctuation, and format.
- Adequately state your skills and experience and how these relate to the position, for which you are applying.
- Indicate, if possible, positive outcomes that the organization will have because of your use of your skills and experience on its behalf.
- Avoid use of the pronoun "I."
- Omit information such as your weight, description of a disability, or number of children that might exclude you from an interview or raise unwanted questions.
- Have some characteristics that will set it apart from other resumes. (Print on high quality, lightly colored paper and use good formatting.)
- Not be more than two pages in length and usually only one for a recent graduate.
- Be printed on a laser printer, using high quality bond paper that matches the quality and color of paper you use for your cover letter, envelope, and references list.

GRADE

8

Sending your Resume

If you plan to submit your resume on paper, click on “Printable View” at the top of the page and then select your preferred resume style. Modify your browser settings so that the header and footer information will not print, then select “Print” from your browser menu.

A short, well-written cover letter should accompany your printed resume. The cover letter has two purposes: to get the recipient to read your resume and to elicit a response that will lead to an interview. While a well-written letter will not guarantee you a position, a poorly written letter could eliminate you as a candidate, regardless of your qualifications. The following guidelines will help you write a good cover letter:

- Send both a letter and a resume whenever you apply for either an advertised or an unadvertised position.
- Address the letter to a specific person by name and title. If you do not have that information, call the company's Human Resource Development office or use its web site to try to get this information.
- In the first paragraph, mention the position for which you are applying, who referred you, how you learned of the position, and/or why you are interested in working for the company.
- Briefly refer to the qualifications and experience that you have for the position. State that you are enclosing a resume that describes your skills and experience in more detail.
- Emphasize what you can do for the employer rather than how the job would benefit you.
- Include one or more phone numbers and, if you have one, an e-mail address where you can be reached.
- Make each cover letter look original and tailored to a specific position, even if you are using a template.
- Use correct grammar, spelling, and punctuation. Use good business form. Errors in any one of these may erase your opportunity for an interview.
- Print each cover letter on standard size bond stationery that matches that of your resume.
- Try to trigger reader interest. Make your first sentence count!

Excerpted and adapted from *Take Hold of Your Future, 5th Edition*, by JoAnn Harris-Bowlsbey, Ed.D.

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GRADE 8

Create a Resume

Resume Name:

New Resume

 Preview

 Download ▾

 Print

 Copy

 Delete

Resume Preferences

Resume Format:

☒ Chronological

☐ Functional

Resume Style:

☐ Basic

☐ Contemporary

☒ Elegant

☐ Professional

Your Information

Your Full Name:

Green Peace

Your Email Address:

youremail@provider.com

Your Phone Number:

XXX-XXX-XXXX

☒ Display my address on my resume

Your Street Address:

OK 74074
US

Add sections to your resume:



Summary

 Add



Work
Experience

 Add



Education

 Add



Skills

 Add



Certifications

 Add



Languages

 Add



Honors and
Awards

 Add



Organizations

 Add

 Resume Help

 Exit

 Add Another Section

 Save



OKLAHOMA
CareerTech

CCD

Counseling and
Career Development

FUNCTIONAL RESUME EXAMPLE

100 Morningside Drive
City, State, Zip Code

Phone: (xxx) xxx-xxxx
Email: sullivan@xxxxx.com

Brianna P. Sullivan

Objective

A management position in retailing involving selection of merchandise.

Skills

Management Skills

Previewed and purchased merchandise. Gained product knowledge, developed customer service skills, and improved sales technique. Supervised inventory control, monetary transactions, and special projects

Organizational Skills

Organized procedure for purchasing, credit approvals, and invoicing. Worked with buyers in showroom, planning, and implementing fashion shows. Purchased and organized all trimmings for garment production.

Leadership Abilities

Conducted meetings with staff of six. Assigned and scheduled duties and responsibilities. Previewed and purchased merchandise.

Activities & Affiliations

2000 - Present Rider Ridge Community Association City, State
President. Organize community events. Keep residents informed of zoning changes and other relevant county news.

1999 - 2000 Delta Sigma Pi Business Fraternity City, State
Was a member of the Delta Sigma Pi fraternity which is geared toward students who are pursuing careers in business. Took part in annual events such as float preparation and philanthropy events for cancer research and Odyssey of the Mind.

1998 - 2000 Girl Scouts of America, local troop City, State
Leader, Supervised 30 girls. Organized programs and supervised trips. Elicited almost 100 percent parent participation.

Awards/Honors

5/1/2000 Citizen Scholarship Bar Association
Scholarship in the amount of \$750.00 awarded for outstanding volunteer service.

4/26/1996 All State State Basketball Association
Was named to the All State basketball team after the state tournament.

Experience

1999 - Present Morgan's Department Store City, State
1997 - 1999 R & M Enterprises City, State
1996 - 1997 Amy March, Inc. City, State

Education

1998 - 2000 State University City, State
1996 - 1998 Johnson County Community College City, State
1992 - 1996 Central High School City, State

References

Available upon request.

CHRONOLOGICAL RESUME EXAMPLE

100 Morningside Drive
City, State, Zip Code

Phone: (xxx) xxx-xxxx
Email: sullivan@xxxxx.com

Brian P. Sullivan

Objective

A management position in retailing involving selection of merchandise.

Experience

1999 - Present Morgan's Department Store City, State

Assistant Manager

Conducted meetings with staff of six. Assigned and scheduled duties and responsibilities.
Previewed and purchased merchandise.

1997 - 1999 R & M Enterprises City, State

Management Trainee

Gained product knowledge, Developed customer skills and improved sales techniques.
Fully responsible for inventory control, monetary transactions, and special projects.

1996 - 1997 Amy March, Inc. City, State

Aide to President

Conducted meetings with staff of six. Assigned and scheduled duties and responsibilities.
Previewed and purchased merchandise.

Education

1998 - 2000 State University City, State

Bachelor of Science Degree

Business Administration, Concentration in Management

1996 - 1998 Johnson County Community College City, State

Associate of Arts Degree

1992 - 1996 Central High School City, State

High School Diploma

Honors: Honor Roll, Student Ambassador, Captain of the Men's Wrestling Team,
Treasurer of the Young Business Leader's Club

Activities & Affiliations

2000 - Present State University City, State

Bachelor of Science Degree

Business Administration, Concentration in Management

1999 - 2000 Delta Sigma Pi Business Fraternity City, State

Was a member of the Delta Sigma Pi fraternity which is geared toward students who
are pursuing careers in business. Took part in annual events such as float preparation
and philanthropy events for cancer research and Odyssey of the Mind.

1998 - 2000 Boy Scouts of America, local troop City, State

Leader, Supervised 30 boys. Organized programs and supervised trips.
Elicited almost 100 percent parent participation.

Awards/Honors

5/1/2000 Citizen Scholarship Bar Association

Leader, Supervised 30 boys. Organized programs and supervised trips.
Elicited almost 100 percent parent participation.

4/26/1996 All State State Wrestling Association

Was named to the All State wrestling team after the state tournament



OKLAHOMA
CareerTech

CCD

Counseling and
Career Development

GRADE

8

Reality Check

<https://reality-check.netlify.app/>

Choose the region you'll live in when you leave school. _____

Choose an Occupation. _____

YOUR STARTING INCOME: _____

EXPENSES

Housing: _____

Transportation: _____

Food: _____

Clothing: _____

Utilities: _____

Entertainment: _____

Personal: _____

Student Loan Repayment: _____

Other: _____

Missing Expenses: _____

TOTALS

Income: _____

Expenses: _____

Savings: _____



Work-Based Learning Toolkits

What's Inside:

- **Tours and Field Trips**
- **Guest Speaker**
- **College and Career Fair**



OKLAHOMA
CareerTech

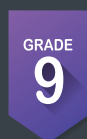
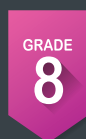
CCD

Counseling and
Career Development

GUIDE FOR Tours and Field Trips

WORK-BASED LEARNING TOOLKIT

*This Guide is
Recommended
for Grades:*



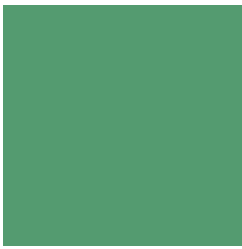
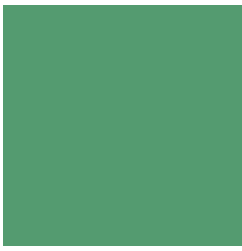


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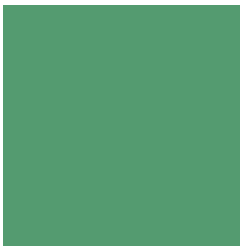


INTRODUCTION

This guide will help you develop workplace tours and field trips that interest and benefit students, workplace partners and teachers.

Workplace Tour Development Recommendations

A workplace tour is a career awareness activity in which students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. It is conducted at a workplace for small groups of students and should involve preparation in the classroom, including research by the student. All workplace tours should include structured activity before, during and after the experience. These activities help ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential and communication and support for the student and workplace host will help ensure success.



WORKPLACE PARTNER CHECKLIST

for Workplace Tour Development

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before the Workplace Tour

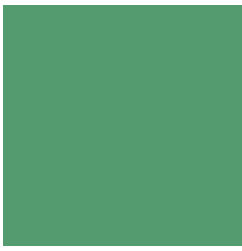
- ☐ Register on **Connect 2 Business** to promote tours at your workplace.
- ☐ Let the teacher know who the main contact is, emergency phone numbers at the workplace and the best place for parking and building entry.
- ☐ Plan to arrange the tour around all aspects of the industry.
- ☐ Determine a structure for the tour that will allow students to be in small groups.
- ☐ Consider how students can speak to employees with different levels of responsibility

During the Workplace Tour

- ☐ Provide safety orientation to the tour group.
- ☐ Provide a panel of employees for the tour group to talk to, consisting of different levels of responsibility.

After the Workplace Tour

- ☐ Complete and return the **Work-Based Learning Program Evaluation**.



STUDENT CHECKLIST

for Workplace Tour Development

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before the Workplace Tour

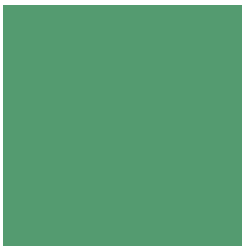
- ☐ Research the company or organization that you will visit.
- ☐ Assess how a workplace tour can support your ICAP goals.
- ☐ Find out how to dress and act appropriately at this particular workplace.
- ☐ Get **Work-Based Learning Permission** form signed.
- ☐ Turn in signed **Work-Based Learning Permission** form.
- ☐ Develop questions about the work, career opportunities and connections to academics at this workplace.

During the Workplace Tour

- ☐ Pay close attention to safety issues at the workplace.
- ☐ Know your prearranged small groups to experience the most of tour.
- ☐ Think about what you need to know to determine if careers in this industry are for you.
- ☐ Listen carefully as other students are asking questions so as not to repeat questions.
- ☐ Prepare to maximize your learning by listening and learning from tour guide.

After the Workplace Tour

- ☐ Use your notes for individual and group reflection exercises.
- ☐ Participate in classroom activities that will help you think about the value of the workplace tour.
- ☐ Write thank you-letters to workplace host. May use electronic methods.
- ☐ Discuss the next step in learning about careers.
- ☐ Complete a **Work-Based Learning Program Evaluation**.



TEACHER CHECKLIST

for Workplace Tour Development

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before the Workplace Tour

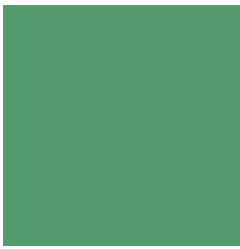
- ☐ Review the **Workplace Tour Fact Sheet**.
- ☐ Assess how a workplace tour can support your teaching and curriculum goals.
- ☐ Select appropriate businesses for tours based on students' ICAPs and your course curriculum.
- ☐ Confirm logistics.
- ☐ Collect signed **Work-Based Learning Permission** forms.
- ☐ Prepare students to maximize their learning.

During the Workplace Tour

- ☐ Ensure that students receive instruction in workplace safety.
- ☐ Arrange for students to experience the tour in small groups.
- ☐ Expose students to **all aspects of the industry**.
- ☐ Arrange for students to speak to employees with different levels of responsibility.
- ☐ Prepare students to maximize their learning.

After the Workplace Tour

- ☐ Provide individual and group reflection exercises.
- ☐ Help students make the connection between academics and the workplace.
- ☐ Have students write thank-you letters to workplace host.
- ☐ Support students in determining the next step in learning about careers.
- ☐ Use employer and student feedback to inform continuous improvement.



BEFORE

the Workplace Tour Development

Review the Workplace Tour Fact Sheet.

The **Workplace Tour Fact Sheet** is a quick reference guide that outlines the work-based learning experience.

Assess how a workplace tour can support your teaching and curriculum goals.

Workplace tours can provide the context for your curriculum that will help students understand the application of academic concepts to a workplace situation. Workplace tours provide exposure to careers and jobs and help students build occupational knowledge.

Select appropriate businesses for tours.

Workplace tours are ideal opportunities to connect academic learning to the world of work. Using the students' ICAP goals and your academic subject to find the businesses that will provide the most support and best learning experience. **OKCareerGuide.org** has a **Connect 2 Business** section can also be a tool to find local business.

Confirm logistics.

Ensure transportation arrangements are made for students and staff. District policies about automobile and bus transportation and other options are in the **Transportation for Work-Based Learning Fact Sheet**. Check with the contact person at the workplace to ensure logistical details are arranged.

Locate the proper building entry and make sure that staff at the school site have a phone number at the workplace where the group can be reached in an emergency. Confirm dress requirements for the tour and ensure that any special accommodations needed for students and staff are arranged in advance.

Confirm how many students and staff will be attending and share the information with the workplace host.

Collect signed Work-Based Learning Permission forms.

Written permission is required for all workplace tours.

Prepare students to maximize learning.

Helping students develop a context for the workplace tour maximizes their learning once they are at the workplace. There are several ways to do this.

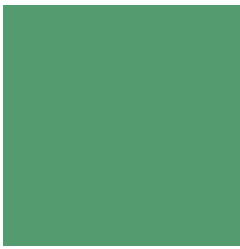
- Discuss expectations for the experience and what the students may learn beforehand.
- Discuss behavioral expectations that will allow students to make the most of the activity.
- Discuss what students know about the company and how the industry affects them.
- Support students in research of the company and the industry so they can ask meaningful questions during the workplace tour.
- Have students prepare questions and individual learning objectives that they would like to accomplish during the workplace tour.
- Introduce frameworks and materials that will help students organize what they learn at the workplace. These frameworks include the SCANS¹ skills and "All Aspects of an Industry."

Tools

- All Aspects of an Industry
- Student Job Shadow Expectations Sheet
- Work-Based Learning Permission Form
- Workplace Safety Curricula

Fact Sheets

- Transportation for Work-Based Learning
- Workplace Tour



DURING

the Workplace Tour Development

Ensure that students receive instruction in workplace safety.

Safety is a critical concern when bringing students to the workplace. Have the workplace host include a safety talk in his or her opening remarks. Students should be provided with appropriate safety gear and equipment for the workplace tour. When you provide safety instruction prior to the visit, you can instruct students to look for potential hazards during the tour. In addition to being a crucial safety measure, this instruction can raise students' awareness about safety in other environments. A classroom discussion after the tour is an important part of this process.

Arrange for students to experience the tour in small groups.

When possible, arrange for students to tour in smaller groups (three to six students). This allows students to become comfortable with their guide and maximizes the likelihood that they will ask questions and engage in dialogue. A rotating agenda for the day with different groups participating in several kinds of activities and interacting with different employees is ideal.

Expose students to all aspects of the industry.

All Aspects of an Industry provides a handy framework for a workplace tour. In addition to helping workplace hosts think about how to design a wide range of exposures for students, an all aspects of an industry structure for the tour provides students who may not be interested in a career in this particular field to learn about roles and issues that are common to all industries. A workplace tour can be structured so that students spend some time in each department or unit of the workplace learning about the issues that are important to them. The **All Aspects of an Industry Investigative Interview** tool can be used as part of a workplace tour.

Arrange for students to speak to employees with different levels of responsibility.

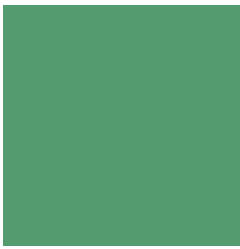
Whether a student has aspirations to earn a college degree, pursue an industry certificate or get technical training, the workplace tour can expose him or her to people with various levels of responsibility and education. Whenever possible, ensure that students have an opportunity to see the wide variety of career opportunities at the workplace. Also whenever possible, allow time during the tour to do a panel discussion where student can ask more questions.

Tools

- All Aspects of an Industry
- All Aspects Investigative Interview
- B-Safe Safety Checklist
- Informational Interview

Fact Sheets

- Addressing Sexual Harassment in the Workplace
- Laws Pertaining to the Employment of Students
- Occupational Safety and Health Administration



AFTER

the Workplace Tour Development

Provide individual and group reflection exercises.

Reflection promotes self-awareness and personal assessment and helps students to internalize the learning that has happened during the tour. When you provide for adequate reflection, you ensure that students have the opportunity to examine the experience so that they can form understanding of the workplace and extend that understanding to other situations. Reflection helps students to own the knowledge they have acquired. “Building the Classroom Connection” provides more information about reflection and several ideas on how to structure activities in the classroom.

Help students make the connection between academics and the workplace.

It is important that students have the opportunity to make the connection between their studies and the workplace tour. You can have students work individually or in groups to develop a matrix that shows the connection between the classes they are enrolled in and skills required at the workplace.

Write a thank-you letter to the workplace host.

Thank-you letters from students let your workplace partners know that you value their participation in the learning process. Classroom reflection activities work well as a lead-in to writing thank-you notes to the workplace host. Corresponding with workplace partners provides important literacy practice for students and promotes workplace partner participation in the future.

Support students in determining their next steps in learning about careers.

Workplace tours provide students an opportunity to discover the elements of building a career. After a workplace tour and reflection activities, students can articulate the next level of questions that this visit has inspired, identify other workplaces they would like to visit and make the educational plans they need to move toward the career of their choice.

Use employer and student feedback to inform continuous improvement process.

Students and workplace tour hosts can provide feedback on the experience that will help you support the activity more effectively in the future. Use feedback to refine your program, communication plan or support activities. Workplace tours can be low stress and high impact when structured carefully to support student learning, workplace partner participation and your own curriculum goals for your class.

Tools

- Work-Based Learning Program Evaluation

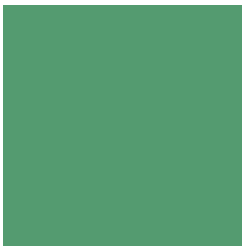


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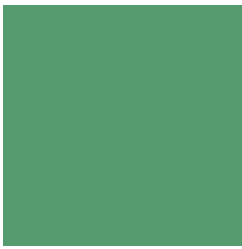
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Personalization of Tools Instructions

The tools are designed so that your school or organization can insert your logo and contact information into the header and footer. The tools themselves are fillable forms that that can be extracted from the document to be uploaded to other sources to be filled out by students and workplace partners.



TOOLS

Workplace Partner Checklist for Workplace Tour Development

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before the Workplace Tour

- ☐ Register on Connect 2 Business to promote tours at your workplace.
- ☐ Let the teacher know who the main contact is, emergency phone numbers at the workplace and the best place for parking and building entry.
- ☐ Plan to arrange the tour around all aspects of the industry.
- ☐ Determine a structure for the tour that will allow students to be in small groups.
- ☐ Consider how students can speak to employees with different levels of responsibility.

During the Workplace Tour

- ☐ Provide safety orientation to the tour group.
- ☐ Provide a panel of employees for the tour group to talk to, consisting of different levels of responsibility.

After the Workplace Tour

- ☐ Complete and return the **Work-Based Learning Program Evaluation**.



TOOLS

Student Checklist for Workplace Tour Development

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before the Workplace Tour

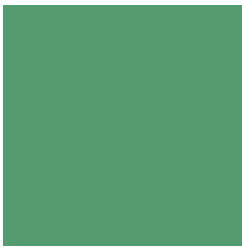
- ☐ Research the company or organization that you will visit.
- ☐ Assess how a workplace tour can support your ICAP goals.
- ☐ Find out how to dress and act appropriately at this particular workplace.
- ☐ Get **Work-Based Learning Permission** form signed.
- ☐ Turn in signed **Work-Based Learning Permission** form.
- ☐ Develop questions about the work, career opportunities and connections to academics at this workplace.

During the Workplace Tour

- ☐ Pay close attention to safety issues at the workplace.
- ☐ Know your prearranged small groups to experience the most of tour.
- ☐ Think about what you need to know to determine if careers in this industry are for you.
- ☐ Listen carefully as other students are asking questions so as not to repeat questions.
- ☐ Prepare to maximize your learning by listening and learning from tour guide.

After the Workplace Tour

- ☐ Use your notes for individual and group reflection exercises.
- ☐ Participate in classroom activities that will help you think about the value of the workplace tour.
- ☐ Write thank you-letters to workplace host. May use electronic methods.
- ☐ Discuss the next step in learning about careers.
- ☐ Complete a **Work-Based Learning Program Evaluation**.



TOOLS

Teacher Checklist for Workplace Tour Development

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before the Workplace Tour

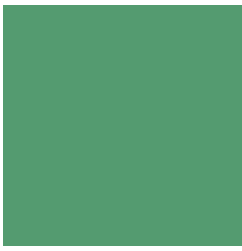
- ☐ Review the **Workplace Tour Fact Sheet**.
- ☐ Assess how a workplace tour can support your teaching and curriculum goals.
- ☐ Select appropriate businesses for tours based on students' ICAPs and your course curriculum.
- ☐ Confirm logistics.
- ☐ Collect signed **Work-Based Learning Permission** forms.
- ☐ Prepare students to maximize their learning.

During the Workplace Tour

- ☐ Ensure that students receive instruction in workplace safety.
- ☐ Arrange for students to experience the tour in small groups.
- ☐ Expose students to **all aspects of the industry**.
- ☐ Arrange for students to speak to employees with different levels of responsibility.
- ☐ Prepare students to maximize their learning.

After the Workplace Tour

- ☐ Provide individual and group reflection exercises.
- ☐ Help students make the connection between academics and the workplace.
- ☐ Have students write thank-you letters to workplace host.
- ☐ Support students in determining the next step in learning about careers.
- ☐ Use employer and student feedback to inform continuous improvement.



TOOLS

All Aspects Investigative Interview

All Aspects of an Industry identifies nine aspects that are common to any enterprise. Students should gain experience and understanding of the associated concepts and skills to be successful. Students can research these aspects by conducting interviews at the workplace.

Planning:

- Does the organization have a strategic plan (long- or short-term)?
- Who leads the planning process?
- What should an organization consider when planning to sell its service or product?

Management:

- Does the organization have a mission statement? If so, why?
- What is the management structure of the organization?
- How does the organization form departments and why?

Finance:

- How does the organization acquire capital (money) to operate?
- Why is accounting important to an organization?
- How do paycheck deductions affect an employee?

Technical and Production Skills:

- What basic skills are needed (reading, writing, speaking, listening, science and math)?
- Is a person expected to be a team member?
- Does a person need to be able to manage time effectively? Why?

Technical and Production Skills:

- What basic skills are needed (reading, writing, speaking, listening, science and math)?
- Is a person expected to be a team member?
- Does a person need to be able to manage time effectively? Why?

Underlying Principles of Technology:

- What technology is used in the workplace?
- Do people have to continuously upgrade their job skills? Who pays for additional training?
- Does the organization require cross-training?

Labor Issues:

- Are there written job descriptions? If so, why?
- Is this an organized labor organization?
- Is cultural sensitivity important in the workplace?

Community Issues:

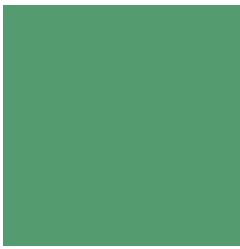
- Does the organization participate in community projects?
- How does the organization maintain a good public image?

Health, Safety and Environment:

- Are there federal regulations that apply to this organization?
- Are there job-specific health threats?
- Is there basic safety training?

Personal Work Habits:

- Is quality of work emphasized?
- What are the expectations regarding attitude, appearance and fitness?
- Is all work valued in this organization?



TOOLS

All Aspects of an Industry

This tool identifies nine aspects that are common to any enterprise. Students should gain experience and understanding of the associated concepts and skills to be successful.

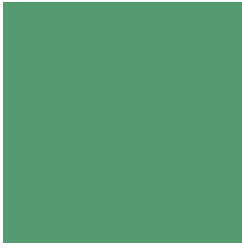
1. **Planning:** How an organization plans (including goals and objectives); type of ownership (public or private); relationship of the organization to economic, political and social contexts; assessment of needs.
 - a. Strategic planning
 - b. Goals/objectives
 - c. Assessment
2. **Management:** Structure and process for effectively accomplishing the goals and operations of the organization using facilities, staff, resources, equipment and materials.
 - a. Organizational structure
 - b. Corporate culture
 - c. Mission statement
3. **Finance:** Accounting and financial decision-making process, method of acquiring capital to operate, management of financial operations including payroll.
 - a. Capital acquisitions
 - b. Financial operations
4. **Technical and Production Skills:** Basic skills in math, communications, computer, time management and thinking; specific skills for production; interpersonal skills within the organization.
 - a. Basic academic skills
 - b. Team player skills
 - c. Specific production skills
5. **Underlying Principles of Technology:** Technological systems used in the workplace and their contributions to the product or service of the organization.
 - a. Technology in the workplace
 - b. Continued professional training
 - c. Community activities and issues
 - d. Organization's involvement in the community
 - e. Workplace safety
6. **Labor Issues:** Rights of employees and related issues; wages, benefits and working conditions.
 - a. Job descriptions
 - b. Employees' rights and responsibilities
 - c. Role of labor organizations
7. **Community Issues:** Impact of the company on the community, impact of the community on the organization.
 - a. Community activities and issues
 - b. Organization's involvement in the community
8. **Health, Safety and Environment:** Practices and laws affecting the employee, the surrounding community and the environment.
 - a. Regulatory issues
 - b. Workplace safety
9. **Personal Work Habits:** Nontechnical skills and characteristics expected in the workplace.
 - a. Positive attitude
 - b. Personal fitness and appearance
 - c. Readiness to work

TOOLS

B-Safe Safety Checklist

Thank you for providing a work-based learning opportunity for students. The safety of each student is extremely important. Please complete the safety checklist below and review safety procedures with each student.

	Yes	No	N/A
Housekeeping – Are work areas clean? Is trash removed at least daily? Is combustible trash in approved containers?	☐	☐	☐
Floors/Aisles – Are floor surfaces smooth? Are aisles clear of tripping hazards? Are minimum-width aisles maintained?	☐	☐	☐
Stairs/Ramps – Is sufficient lighting provided and functioning? Are handrails provided and properly secured? Are ramps and inclines provided with nonslip surfaces?	☐	☐	☐
Ladders – Are steps and rungs free of cracks or breaks? Are spreaders and hinges working properly? Are safety feet in use?	☐	☐	☐
Storage – Is the area sufficiently laid out? Do corners have unobstructed views? Are products piled in an orderly and stable manner?	☐	☐	☐
Machines/Equipment – Are standard guards provided and used? Are machines and equipment in safe operating condition and maintained per manufacturer's recommendations? Are warning signs against unauthorized use secured to machines?	☐	☐	☐
Material Handling – Is material handling equipment provided and used?	☐	☐	☐
Hand Tools – Are hand tools in safe condition, free of wear and well-maintained? Are the right tools being used for the job? For hand-held power tools, are hazard warning signs securely fixed to tools?	☐	☐	☐
Electrical – Are machines and power equipment properly grounded? Is a lockout system being used for maintenance of machines? Are extension cords free of cracks or breaks?	☐	☐	☐
Lighting – Is sufficient lighting provided and functioning? Is emergency lighting provided, tested and functional?	☐	☐	☐
Personal Protective Equipment – Is PPE provided and used where needed? Is it maintained in good and sanitary condition?	☐	☐	☐
First Aid – Are individuals identified and trained to provide first aid? Are first aid facilities provided? Are first aid supplies properly stocked and clean? Are emergency response procedures posted?	☐	☐	☐
Fire Extinguishers – Are types of extinguishers clearly marked and accessible? Are extinguishers in working order and with current service tags?	☐	☐	☐
Exits – Are exits identified, clearly marked and accessible? Are evacuation routes posted for employees to read?	☐	☐	☐
Boilers/Pressure Vessels – Are certificates of inspection (if required) current? Are safety devices regularly tested?	☐	☐	☐
Employee Training – Are all employees trained in proper safety techniques? Are all employees trained in use of safety equipment? Are all employees trained in hazards or hazardous materials?	☐	☐	☐
General – Is a file maintained on inspection reports of outside agencies? Are files documented and confirmed that recommendations of those agencies are completed?	☐	☐	☐

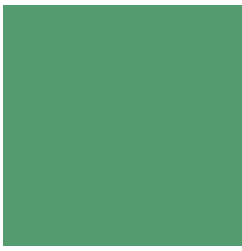


TOOLS

Informational Interview

Using the questions below, conduct an interview with an employee at your work-based learning site. Record his or her responses in the spaces provided.

1. What do you do during a typical day?
2. What is most enjoyable about your work?
3. What do you like least?
4. How did you get started in this occupation? What are the opportunities for advancement?
5. What education do you need for this job?
6. What is the salary range for this job? What are the salary ranges for this industry, entry level on up?
7. How does technology affect your job?



TOOLS *(continued)*

Informational Interview

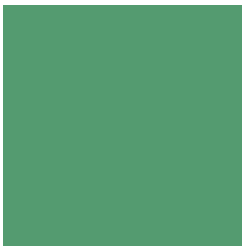
8. What area of education from high school do you use most in the day-to-day tasks of your job?

9. What changes do you expect to see in this field in the next five years? The next ten?

10. In what ways are the following work habits important for this job?
 - a. Following directions:
 - b. Being accurate:
 - c. Participating as a team member:
 - d. Working independently:
 - e. Time management:
 - f. Ability to solve problems:
 - g. Ability to analyze information:

11. If you were starting your career all over again, what would you do differently?

12. Add other questions you might have. Ask questions about a topic that interests you. Typically, the best questions can't be answered with a yes or no.



TOOLS

Work-Based Learning Permission Form

I hereby give permission for _____ to attend the
_____ work-based learning activity

from ____/____/____ to ____/____/____ : ____ a.m./p.m. to ____ : ____ a.m./p.m.
(Dates) (Times)

I understand this work-based learning activity is sponsored by _____
at _____ High School.

Transportation will be (check one): ☐ Own car ☐ By private auto ☐ By rented vehicle

☐ Other _____

I realize that neither the school nor the faculty members are to be responsible or liable for any accidents that may occur.

Signature of Parent/Guardian: _____
(Date)

Printed Name of Parent/Guardian: _____

Emergency Phone Number: () _____

TOOLS Work-Based Learning Program Evaluation

_____ Public Schools appreciates your feedback and reflection on your work-based learning experience. This evaluation is designed for all partners in the work-based learning experience. Please select N/A for any question that is not applicable to you or the type of work-based learning experience you participated in.

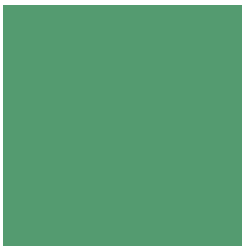
I am a: ☐ Student This was a: ☐ Job Shadow ☐ Internship ☐ Service Learning
☐ Teacher/Coordinator ☐ Other: _____
☐ Workplace Partner/Supervisor (please identify)

Please rate the following:	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
The work-based learning materials I received were helpful for preparing and supporting the work-based learning experiences.					
The guides were helpful in planning and coordinating this experience.					
I understand what SCANS Skills are.					
I found the SCANS Skills worksheets and activities helpful in guiding my work.					
My <i>Guide for Developing Learning Objectives</i> was helpful in shaping this WBL experience.					
The learning objectives were refined by the worksite supervisor and student to meet the needs of the student and the workplace.					
I understand how academics connects to activities experienced at the workplace.					
All partners (student, teacher and worksite supervisor) met together in person at least once.					
Program materials in the toolkit were helpful for preparing and supporting worksite supervisors/partners.					
I understood my role in working with the teacher.					
I understood my role in working with the worksite supervisor.					
I understood my role in working with the student.					
I received adequate support from the teacher.					
I received adequate support from the supervisor.					
I was able to meet regularly with student, teacher and/or supervisor.					
I was successful in managing my time in all aspects of this work-based learning experience.					
The classroom was used to support reflection of workplace experiences through activities and supportive lessons.					
Activities at the workplace were interesting and challenging.					
I enjoyed this experience and would like to offer/participate in work-based learning again.					

Please list the tools, guides, activities and/or lessons that were particularly helpful:

Additional Comments:

Send completed evaluation to:



TOOLS

Workplace Safety Curricula

The Labor and Occupational Health Program has tools available to help high school teachers introduce students to health and safety on the job. Its curricula and fact sheets (some available in Spanish) teach teens the basics in an interactive and interesting way. Although this curriculum was developed for California, the lessons can be easily adapted to other areas. All of the job hazards covered in the lessons address federal child labor laws. The following curricula can help you to maximize learning and support safety of your students in work-based learning experiences.

Work Safe!

A Curriculum for Youth Employment Programs

This is designed to help job training programs and work experience educators teach teens about health and safety on the job in a fun and interesting way. It includes four main units and four alternative units intended for youth with cognitive disabilities. Each unit has learning objectives, teaching instructions, visual aids and student handouts. The curriculum includes a 10-minute video, *Teens: The Hazards We Face in the Workplace*.

Three-ring binder, 186 pages, with 10-minute video.

Teens Working in Agriculture:

An ESL Curriculum for High School Students

It includes six lessons for use in ESL classes. Materials are similar to *Teens, Work and Safety* but present farm health and safety information while building language skills. It covers basic agricultural health and safety concepts and is designed to be incorporated into high school intermediate level ESL classes in rural communities. Materials include seven-minute video, *Teens Working in Agriculture*; learning objectives; vocabulary lists; teaching instructions; overheads; and student handouts.

Three-ring binder, 120 pages, with seven-minute video.

Teens, Work and Safety:

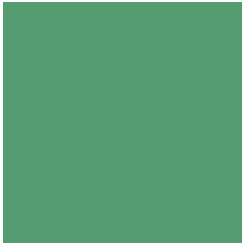
A Curriculum for High School Students

It includes separate lesson plans for use with three academic subjects—English, science and U.S. government—as well as lesson plans for use in any class. Each unit has learning objectives, teaching instructions, visual aids and student handouts. These units provide a way to present health and safety information while building academic skills appropriate to those particular subject areas.

Three-ring binder, 350 pages, with 12-minute video.

The above information on health and safety in the workplace was provided by the Labor Occupational Health Program, a community outreach program at the University of California, Berkeley. The LOHP's work addresses today's health and safety needs in nearly every industry, from health care to agriculture to construction.

For more information on these programs, contact the LOHP at (510) 642-5507 or write to Labor Occupational Health Program, University of California, 2223 Fulton Street, 4th Floor, Berkeley, CA 94720-5120. You can also visit https://www.dir.ca.gov/dosh/dosh_publications/FactForEmployers.html.



FACT SHEETS

Workplace Tour

A workplace tour is a career awareness activity in which students visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. It is conducted at a worksite for small groups of students and should involve preparation in the classroom as well as research by the students.

Workplace Tours are Designed to Promote:

- Exposure to careers and jobs.
- Building occupational knowledge.

Success Factors:

- Tours to support ICAP goals
- Exposure to all aspects of the industry
- Tours set up for small groups
- Prepares students for the work environment
- Identifies education or training required and skills needed for various occupations
- Reflection opportunities after the workplace tour

Key Legal, Safety and Health Issues

- Relevant company safety and health rules should be reviewed.
- School-sponsored workplace tours are usually considered field trips. School district policies regarding transportation and liability insurance apply.
- Students and teachers participating in workplace tours should receive relevant safety instruction and gear (e.g., eye goggles, hard hat, gloves).



FACT SHEETS

Addressing Sexual Harassment in the Workplace

Sexual harassment is a barrier to creating meaningful work-based learning opportunities. Successful experiences depend on positive interactions between students and regular employees at the workplace. Both students and employers must be educated about sexual harassment. They must know what constitutes sexual harassment, what to do if it occurs and what recourse is available. Education is the first step to prevention.

Quid Pro Quo Harassment

Any conduct on behalf of the employer that reasonably causes an employee to feel pressured to enter a sexual or romantic relationship as an employment condition can be quid pro quo harassment.

Hostile Environment

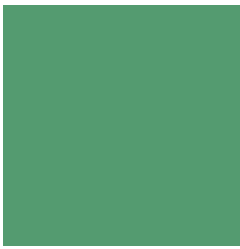
Sexual advances or romantic overtures do not have to occur for a hostile environment to exist. Such an environment arises when management is not attentive to sexual jokes, leering, displays of pornography or sexually suggestive images, sexual banter between employees or unwanted touching. An employee participating in conduct suggested by a superior—whether laughing at a dirty joke or giving into sexual pressure—is not enough to prove conduct was welcome by the employee. A superior should not initiate such conduct, because even if a relationship is consensual at one point, it will be difficult to prove once a subordinate says otherwise.

What Students Should Do if Sexual Harassment Occurs

1. If a student is harassed, he or she should report it immediately. As an employee, the student is not expected to tell his or her harasser directly, but should tell someone in management and his or her teacher/coordinator without hesitation.
2. If the student participated in the conduct passively, perhaps by not saying anything, it does not make the conduct welcome, and the student should report it. Waiting only increases the chances that it will happen again.
3. If the student feels uncomfortable, but is not sure if the unwanted behavior of a superior constitutes harassment, he or she should not hesitate to ask. One person's standards of what is appropriate may not be considered appropriate by another.

Regulatory Authority

For federal laws on sexual harassment and information on reporting an incident, visit https://www.eeoc.gov/laws/types/sexual_harassment.cfm.



FACT SHEETS

Laws Pertaining To Students

Unpaid Work-Based Learning Experiences

Students participating in unpaid work-based learning experiences, such as job shadows, field trips to a workplace and career awareness and exploration activities are not considered employees. Although child labor laws do not apply in these situations, every effort should be made to ensure that students are placed in safe workplaces, receive sufficient training and are doing or observing tasks with adequate supervision. Internships that are unpaid experiences must be carefully structured and closely monitored to ensure that the test of the Fair Labor Standards Act is being met.

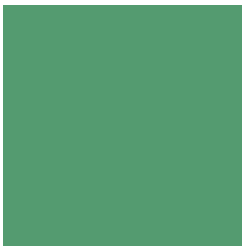
Health and Safety

Whether or not a student in a work-based learning experience is considered in an employment relationship, the Occupational Safety and Health Act regulations that apply to the workplace also apply to the student. The school contract and employer have to define the health and safety issues at the worksite and coordinate how the necessary safety instruction will be delivered to students. See the Occupational Safety and Health Administration fact sheet¹ in this toolkit for more information.

Tasks Students Can and Cannot Do

The state and federal child labor laws specify the tasks students may and may not do for pay. The chart below indicates the tasks that students can and cannot do at different ages. Different rules apply to agricultural work. OSHA, the federal agency that enforces safety and health laws in workplaces, does not use age as a criterion, so all OSHA standards apply to student employees.

¹US DOL Fact Sheet No. 013, Employment Relationship Under the Fair Labor Standards Act



FACT SHEETS

Occupational Safety and Health Administration

The mission of the Occupational Safety and Health Administration is to save lives, prevent injuries and protect the health of America's workers. To accomplish this, federal and state governments must work in partnership with the more than 100 million working men and women and the 6.5 million employers who are covered by the Occupational Safety and Health Act of 1970.

Services

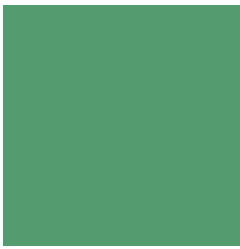
OSHA and its state partners have approximately 2,100 inspectors, plus complaint discrimination investigators, engineers, physicians, educator's standards writers and other technical and support personnel spread among more than 200 offices throughout the country. This staff establishes protective standards, enforces those standards and reaches out to employers and employees through technical assistance and consultation programs.

Employee Rights Under OSHA

All employees, including student employees, are entitled to receive information and training about the specific hazards on the job, to report hazards without reprisal and to have hazards corrected under OSHA.

The Functions of OSHA

OSHA adopts and enforces workplace safety and health standards to protect workers from work-related injuries and illnesses. The Compliance Office conducts inspections in response to employee complaints or as part of a targeted inspection program initiated by OSHA to ensure that workers and the public are protected from safety hazards. OSHA also has compliance assistance specialists who can provide general information about OSHA standards and compliance assistance resources. They respond to requests for help from a variety of groups. There is one compliance assistance specialist in each OSHA area office in states under federal jurisdiction. They are available for seminars, workshops and speaking events. They promote cooperative programs, such as consultation programs, the voluntary protection programs, the Strategic Partnerships Program and the Alliance Program. They also promote OSHA's training resources and the tools available on the OSHA website.



FACT SHEETS

Transportation for Work-Based Learning

District Transportation:

Check the district policy for using district transportation.

- **Parent Permission:**

Parent permission is required whenever a student leaves campus to be transported to a work-based learning experience.

- **Insurance Coverage:**

The district fleet policy covering bodily injury and personal injury protection extends coverage to students, employees and sponsors involved in authorized activity transportation. Will need to check if using transportation other than district vehicles.

Teacher Drivers:

Check district policy.

Public Transportation:

Check district policy.

Alternative Transportation Options:

If your school's budget cannot accommodate district transportation cost, several community partners have offered to assist with the transportation issues regarding work-based learning. Check district policy before using.



TASKS

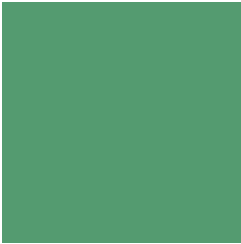
14- and 15-Year Olds

Can Do

- Office and clerical work.
- Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters.
- Cashiering, selling, modeling, art work, work in advertising departments, window trimming and comparative shopping.
- Price marking and tagging by hand or by machine, assembling orders, packing and shelving.
- Bagging and carrying out customers' orders.
- Errand and delivery work by foot, bicycle and public transportation.
- Clean-up work, including the use of vacuum cleaners and floor waxers and maintenance of grounds.
- Kitchen work, including the operation of machines and devices such as dishwashers, toasters, dumbwaiters, popcorn poppers, milk shake blenders and coffee grinders.
- Work in connection with cars and trucks if confined to the following:
 - Dispensing gasoline and oil.
 - Courtesy service.
 - Car cleaning, washing and polishing.
- Cleaning vegetables and fruits and wrapping, sealing, labeling, weighing, pricing and stocking in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers.
- Any other tasks not prohibited by law.

Cannot Do

- Processing occupations such as filleting of fish, dressing poultry, cracking nuts.
- Laundering as performed by commercial laundries and dry cleaning.
- Cooking (except at soda fountains, lunch counters, snack bars or cafeteria serving counters) and baking.
- Occupations in manufacturing, mining or processing.
- Operation or tending of hoisting apparatus or of any power-driven machinery.
- Occupations in connection with
 - Transportation of people or property by rail, highway, air, on water, pipeline or other means.
 - Communications and public utilities.
- Construction, including repair performed on transportation media or at the actual construction site.
- Use of power-driven mowers or cutters.
- Work involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring.
- Work in connection with maintenance or repair of machines or equipment or performed in or about boiler or engine rooms.
- All work requiring the use of ladders, scaffolds or their substitutes.
- Occupations that involve operating, setting up, adjusting, cleaning, oiling or repairing power-driven food slicers and grinders, food choppers and cutters and bakery-type mixers.
- Work in freezers and meat coolers and all work in preparation of meats for sale.
- Loading and unloading goods to and from trucks, railroad cars or conveyors.
- All occupations in warehouses except office and clerical work.
- Anything 16- and 17-year-olds cannot do.



TASKS

16- and 17-Year Olds

Can Do

- Anything 14- and 15-year-olds can do.
- Occasional and incidental driving of automobiles during daylight hours.
- Cooking including when food is prepared out of plain sight of customers.
- Pump gas at a gas station as well as perform some mechanical work.
- Clean, wash and polish cars.
- Work as a messenger for any telephone, telegraph or other messenger company in the distribution or delivery of goods or messages.
- Sell door-to-door.
- Work in manufacturing or processing (e.g., food processing, commercial laundry, dry cleaning).
- Any other tasks not prohibited by law.

Cannot Do

- Occupations in or about establishments' manufacturing or storing of explosives or articles containing explosive components.
- Driving large vehicles or functioning as an outside helper on large vehicles.
- Coal mining and logging occupations.
- Use power-driven woodworking, metal forming, punching or shearing machines.
- Operate cranes, derricks or hoists.
- Operate power-driven paper processing, meat processing or bakery machines.
- Occupations in roofing, excavation, wrecking, demolition and ship-breaking operations.

Resources

For information on federal laws and guidelines, contact the U.S. Department of Labor Wage and Hour Division at (913) 551-5721.

Other Resources

OSHA Teen Worker's Website, <https://www.osha.gov/youngworkers/index.html>

Fair Labor Standards Act and Minimum Wage and Overtime Hours Under the Fair Labor Standards Act, <https://www.dol.gov/whd/flsa/>

U.S. Department of Labor Website About Teen Workers,
<https://www.osha.gov/youngworkers/index.html>
<https://www.dol.gov/general/topic/youthlabor/statelaborlaws>

Employment Relationship Under the Fair Labor Standards Act,
<https://www.dol.gov/whd/regs/compliance/whdfs13.pdf>



OKLAHOMA
CareerTech

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Counseling and
Career Development

GUIDE FOR Guest Speakers

WORK-BASED LEARNING TOOLKIT

*This Guide is
Recommended
for Grades:*

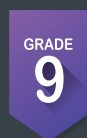
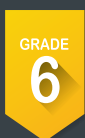




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OVERVIEW

for Developing Guest Speakers

What Are Guest Speaker Visits?

Guest speaker visits are typically early career awareness activities, at least in part because they involve less student preparation and easier employer recruitment than some other forms of work-based learning. They are also well-suited to be younger students' first introduction to WBL and to build awareness in many students at one time. Guest speakers can enhance the relevance of classroom learning and broaden student awareness of potential careers and the education and training required to enter them.

Recruiting employers to be guest speakers can be a first step toward lasting partnerships, often resulting in employer participation in additional speaking engagements or other WBL activities. Guest speakers may also be invited from colleges to help build awareness of the kinds of programs they offer, application requirements, costs and financial aid and what it is like to be a college student.

Which Students Attend Presentations by Guest Speakers?

Guest speakers are suitable for all grade levels because the content of presentations can be tailored to the students. For students in the middle grades and early high school, guest speakers are typically asked to talk broadly about their industries, organizations and careers. In the later years of high school, guest speakers can provide more in-depth information about specific careers and the education and training required for them as well as how classroom learning can be applied to real world careers. Often, a presentation can be replicated with different classes or modified for use in other grade levels.

Successful guest speaker activities require collaboration, communication and preparation by several stakeholders. The process involves preparing students to be ready to learn and participate in the activity; helping teachers work with students to get the most from the experience; and preparing the speakers to be able to communicate effectively with students, anticipate the questions they are likely to be asked and learn about the next generation of potential employees.



INDUSTRY CHECKLIST

for Guest Speaker Visits

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful guest speaker visit.

Before Arriving to Speak

- ☐ Reach out to the WBL coordinator to inform him or her of the types of speakers available.
- ☐ Reach out to other industries to encourage them to participate with WBL speakers.
- ☐ Work with the WBL coordinator to select the type of speaker and possible dates.
- ☐ Go through the **Speaker Checklist/Expectations** with the WBL coordinator.
- ☐ Reach out to employees who will be speaking to ensure their calendars are open.
- ☐ Make sure the speakers are aware of the age or range of ages they will be addressing.

During the Presentation

- ☐ Provide age appropriate information for the students.
- ☐ Allow time for questions.
- ☐ Based on the age of students bring or hand out the appropriate materials or teaching aids.

After the Presentation

- ☐ Complete and return the **Guest Speaker Evaluation**.



STUDENT CHECKLIST

for Guest Speaker Visits

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful guest speaker visit.

Before the Guest Speaker Visit

- ☐ Research the company or organization the speaker is representing.
- ☐ Assess how a guest speaker can support your ICAP goals.
- ☐ Find out how to act appropriately during the presentation.
- ☐ Develop questions about the work, career opportunities and connections to academics at this workplace.

During the Guest Speaker Visit

- ☐ Pay close attention to the presenter and take notes.
- ☐ Listen to see if the speaker has answered any of the questions you developed beforehand.
- ☐ If the speaker answers one of your questions but you want more details write that question down to ask when appropriate.
- ☐ Listen carefully as other students are asking question so as not to repeat questions.
- ☐ Prepare to maximize your learning by listening and learning from speaker.

After the Guest Speaker Visit

- ☐ Use your notes for individual and group reflection exercises.
- ☐ Participate in classroom activities that will help you think about the value of the workplace presenter.
- ☐ Write thank-you letters to guest speaker. You may use electronic methods.
- ☐ Discuss the next step in learning about careers and your ICAP work-based learning.
- ☐ Complete an **Guest Speaker Evaluation**.



TEACHER CHECKLIST

for Guest Speaker Visits

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before the Guest Speaker Visit

- ☐ Update the **Guest Speaker Participation Form** and encourage the WBL coordinator to reach out to other industries.
- ☐ Meet with the speaker to discuss the content of the presentation including tips for making it interesting and informative for the different grade levels.
- ☐ Give the speaker the **Speaker Checklist and Expectation** sheet.
- ☐ Select appropriate businesses for speakers based on students' ICAPs and your course curriculum.
- ☐ Confirm contacts and speaker information.
- ☐ Prepare students to maximize their learning by researching industry and developing questions to ask the speaker.

During the Guest Speaker Visit

- ☐ Ensure that students have their note sheets and prepared questions.
- ☐ Help the speaker with handouts or teaching aids.
- ☐ Help the students to ask their questions orderly and without confusion.

After the Guest Speaker Visit

- ☐ Provide individual and group reflection exercises.
- ☐ Help students make the connection between academics and the workplace.
- ☐ Have students write thank-you letters to the speaker.
- ☐ Support students in determining the next step in learning about careers and their ICAP WBL.
- ☐ Use speaker and student feedback to make continuous improvement.



BEFORE

the Guest Speaker

Early in the school year

- Reach out to school administrators and teachers to enlist their participation in scheduling a series of guest speakers (or a single visit).
- Working with teachers and counselors, collect information on students' career interests and teachers' ideas on careers that relate most closely to the curricula.
- Map out potential guest speaker topics and a tentative schedule. Identify presentation topics by week or month during the year. Be sure to include as wide a range of employer types as possible. Specifying the date and time of the presentation (e.g., third period, 9:30 a.m. to 10:30 a.m.) can assist when recruiting speakers, although it is best to offer a few scheduling options for each potential speaker.
- Find out school policies and procedures for visitors.

Three months before the guest speaker visit

Note: These steps can be completed early in the school year for the full calendar of speaker appearances or on a rolling basis for speaker slots in the coming months.

- Review the employer outreach information in the introduction to this manual.
- Using the WBL database and other resources, identify employers or occupations in the local area that align with student interests and school curricula. In rural areas with few employers, matching student interests with speaker candidates may be especially challenging.
- Begin outreach to targeted employers based on the presentation topics. Sample communications for employer recruitment can be found in the resources section. Be as specific as possible about what is requested and what is expected of guest speakers. Make it as easy as possible for the employer to say yes.

- Follow up on introductory invitations with phone calls as needed. Use the WBL database to identify past guest speakers or other employers who may reinforce the invitation with a peer-to-peer communication such as the one provided in the resources section.
- As responses come in, confirm the dates and topics and communicate the confirmations to the schools and the speakers.
- Continue speaker recruitment as needed until all the targeted slots are filled.

One month before the guest speaker visit

- Reconfirm the speaker engagement, especially if the initial scheduling was done earlier in the school year.
- Start preparing the speaker.
 - Schedule a 15- to 20-minute phone call or in-person meeting to discuss arrangements for the presentation. See the resources section for a useful checklist to use for employer preparation.
 - Familiarize the speaker with his/her audience and its level of knowledge: number of students, grade and class, students' career interests, curricula that pertain to speaker's industry/occupation, etc.
 - Discuss how to target a presentation to a student audience, with particular attention to the kinds of questions students will ask. (Example: Students will usually ask what the speaker earns; knowing that in advance enables the speaker to decide how to answer.)
 - Suggest ways the presentation can be made lively and interesting through use of technology or visual aids. Use examples from previous well-received guest speakers.
 - Ask the speaker for a bio and get permission to share it with the students.



BEFORE *(continued)*

the Guest Speaker

- o Ask the speaker to send the presentation in advance if possible, so that you can help him or her do any fine-tuning that may be needed to engage the student audience.
 - o Advise the speaker of any school-required visitor or security procedures.
 - o Ask the speaker to specify any needs for audiovisual or other equipment and make sure the school can accommodate the request.
 - o Obtain permission to photograph or record the speaker, if desired.
- **(Teachers/Counselors)** Introduce students to the following:
 - o Strategies for listening, taking notes and asking questions.
 - o The speaker's industry/employer/occupation.
 - o Other curricular materials that may be relevant to the speaker's occupation.

One week before the guest speaker visit

- Reconfirm the date, time and location with the guest speaker by phone or email. Offer to answer questions. Provide directions to the school and parking information along with an emergency contact in case the speaker is delayed or lost. Include instructions for entering the school and reporting to the main office. Offer to print any handouts the speaker may wish to use.
- Reconfirm the school site arrangements: time, date, place, equipment needs, etc. Arrange for a student to greet the speaker in the main office and escort him or her to the classroom.
- **(Teachers/Counselors)** Complete students' preparation by reviewing information about the speaker and his or her employer and distributing his or her bio. Review listening and note-taking tips.

One day before the guest speaker visit

- Touch base with guest speaker and school site coordinator to address any last-minute questions.
- **(Teachers/Counselors)** Remind students about the speaker and his or her organization and about proper behavior during the presentation. Introduce the information collection form, a sample of which is in the resources section.



DURING the Guest Speaker

Day of the guest speaker visit

- Set up equipment for presentation, if needed.
- Distribute student information collection sheets.



AFTER the Guest Speaker

One day to one week after the guest speaker visit

- Send thank-you email to speaker with the speaker evaluation form and request that it be completed and returned.
- Distribute, collect and review student evaluations.
- Review speaker's evaluation form and follow up on any issues raised. Make note in the WBL database of favorable speaker evaluations and follow up with employers who indicated their willingness to participate in future WBL activities.
- Share a summary or samples of student reflections with the speaker to illustrate his/her impact on students' thinking about careers.
- **(Teachers/Counselors)** Conduct reflection activities in class and compile written reflections for dissemination to all participating students (and their teachers).
 - Include discussions about the guest speaker's presentation as well as a guided written reflection on the experience.
 - Consider using the same form of reflection for each guest speaker throughout the year.
- **(Teachers/Counselors)** Have students write thank-you notes to the speaker. Each student's note should describe how the presentation was valuable and what he/she learned. The teacher should review the notes before they are sent. If the speaker's audience was more than one class, send a representative sample of the thank-you notes so as not to inundate the speaker.
- Thank-you letters from students let your workplace partners know that you value their participation in the learning process. Classroom reflection activities work well as a lead-in to writing thank-you notes to the workplace host. Corresponding with workplace partners provides important literacy practice for students and promotes workplace partner participation in the future.



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Personalization of Tools Instructions

The tools are designed so that your school or organization can insert your logo and contact information into the header and footer. The tools themselves are fillable forms that are separate documents that can be uploaded to other sources to be filled out by students and workplace partners.



TOOLS

Teacher Checklist for Guest Speaker Visits

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before the Guest Speaker Visit

- ☐ Update the **Guest Speaker Participation Form** and encourage the WBL coordinator to reach out to other industries.
- ☐ Meet with the speaker to discuss the content of the presentation including tips for making it interesting and informative for the different grade levels.
- ☐ Give the speaker the **Speaker Checklist and Expectation** sheet.
- ☐ Select appropriate businesses for speakers based on students' ICAPs and your course curriculum.
- ☐ Confirm contacts and speaker information.
- ☐ Prepare students to maximize their learning by researching industry and developing questions to ask the speaker.

During the Guest Speaker Visit

- ☐ Ensure that students have their note sheets and prepared questions.
- ☐ Help the speaker with handouts or teaching aids.
- ☐ Help the students to ask their questions orderly and without confusion.

After the Guest Speaker Visit

- ☐ Provide individual and group reflection exercises.
- ☐ Help students make the connection between academics and the workplace.
- ☐ Have students write thank-you letters to the speaker.
- ☐ Support students in determining the next step in learning about careers and their ICAP WBL.



TOOLS

Email to Employers from Guest Speaker Coordinator – *SAMPLE*

Good Morning,

My name is John Doe, and I work for the XYZ Public Schools **(or name of specific school)**. Students from **(list name of school)** are seeking guest speakers to address their class about your organization and the potential careers it offers.

Guest speakers are part of a larger continuum of work-based learning opportunities designed to help students gain experience and insight into real-world careers. These activities help students set education and career goals and learn what it takes to prepare for careers.

Typically lasting for an hour or one class period, a guest speaker presentation is a small investment of your time that may make a real difference in the students' futures. I hope to schedule your visit for **(date)** at **(time)**, but we could identify other options if necessary. Your audience will be about ## #th grade (subject) students. I have attached a participation form for you to complete and return to accept this invitation. Please contact me at **(list phone number)** or **(list email)** if you have questions.

If you are unable to be a guest speaker, but would like to learn more about other opportunities to work with students by hosting job shadows, workplace tours or internships, please contact me at your earliest convenience.

Thank you,

John Doe, Title
XYZ Public Schools **(or name of specific school)**
Contact information



TOOLS

Email for Employers to Forward to Others – *SAMPLE*

Good Morning,

My name is Jane Doe, and I lead the marketing and communications department for **(Blue Star Telephone Company)**. **(Blue Star)** has been working with students from **(XYZ district or school)** for **(how long?)** and would like to encourage you to provide guest speakers for local schools. We've found it's a rewarding experience for our employees as well as a good form of early recruitment for **(Blue Star)**.

The XYZ school district **(or school name)** is seeking guest speakers. Addressing a class will help broaden student awareness of potential careers in your industry. Typically lasting for an hour or one class period, a guest speaker presentation is a small investment of your time that may well influence students' future choices. For more information, please see the attached participation form or contact **(WBL coordinator name, email and phone)**. **(WBL coordinator name)** will be happy to work with you to plan a presentation that will be convenient for you and of great benefit to students.

If you have questions, please feel free to contact **(Guest Speaker coordinator name)** or me at any time.

Thank you,

Jane Doe, Title
Organization
Contact information



TOOLS

Guest Speaker Participation Form

(Guest Speaker coordinator to fill in own name and contact information)

XYZ High School has a **#th** grade **(subject)** class that would like you to speak about your organization and potential careers. Guest speakers add relevance to classroom learning and are an important part of a multi-year program that enables students to learn about career opportunities and the education required to pursue them.

Presentation details:

- **(Date)**, from **X:XX** a.m. to **X:XX** a.m. **(Other schedule options may be available.)**
- **#th** grade **(subject)** class of **##** students
- Topic of interest:

Please complete the following information and return it to **(Guest Speaker coordinator name)** by **(response date)**. Please contact **(him or her)** if you have any questions. **(He or she)** will confirm your participation and send you more information to help you prepare.

Company/organization:	
Industry/business type:	
Address:	
Main contact name:	Title:
Phone: ()	Email:
Speaker name and contact information (if different from main contact):	
Please specify any audiovisual or other equipment needs:	
Signature:	
Guest Speaker coordinator name, phone and email:	

Your support of work-based learning opportunities is a valuable complement to classroom learning and truly helps shape the lives of our students. Thank you!



TOOLS

Industry Checklist for Guest Speaker Visits

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before Arriving to Speak

- ☐ Reach out to the WBL coordinator to inform him or her of the types of speakers available.
- ☐ Reach out to other industries to encourage them to participate with WBL speakers.
- ☐ Work with the WBL coordinator to select the type of speaker and possible dates.
- ☐ Go through the **Speaker Checklist/Expectations** with the WBL coordinator.
- ☐ Reach out to employees who will be speaking to ensure their calendars are open.
- ☐ Make sure the speakers are aware of the age or range of ages they will be addressing.

During the Presentation

- ☐ Provide age appropriate information for the students.
- ☐ Allow time for questions.
- ☐ Based on the age of students bring or hand out the appropriate materials or teaching aids.

After the Presentation

- ☐ Complete and return the **Guest Speaker Evaluation**.

TOOLS

Speaker Checklist/Expectations

(Top part to be completed by the Guest Speaker coordinator.)

To help you prepare, we have created the following checklist of what is usually expected from guest speakers. Please contact me with any questions. Thank you for agreeing to be a guest speaker at **(school name)**.

Speaker name and title:	Organization:
Date of guest speaker presentation:	Arrival time:
Location and room number:	Length of presentation:
Where to park:	
Procedures for School:	
Audiovisual or other equipment to be provided at the school:	
Guest Speaker coordinator name, phone and email:	
School contact name, phone and email:	

Expectations:	Check:
1. Speak or meet with the Guest Speaker to discuss the content of your presentation, including tips for making it interesting and informative for #th grade students. This typically takes 15-20 minutes. 2. Your presentation should include a personal introduction and a description of your personal career path as well as information about the industry you work in, the organization you work for and the education and training required to prepare for careers in your field. Based on your conversation with the coordinator, you may be able to make direct connections between classroom curricula and how they are applied in your work. You should plan to speak for about (## minutes) and allow (## minutes) for students to ask questions. 3. If possible, please share your presentation materials with the Guest Speaker coordinator, so that he/she can make sure the students are prepared ahead of time. If you have handouts to be copied, please provide those ahead of time as well. 4. Please provide a biographical summary so that you can be introduced properly. 5. The teacher or another school staff member will remain in the classroom during the presentation to assist with classroom management, if needed. 6. Students will be prepared with information about you and questions to ask. 7. It will be very helpful if you would complete the enclosed evaluation of your experience as a guest speaker within a few days after your presentation and return it to the WBL coordinator. Thank you very much for agreeing to serve as a guest speaker. Please contact the Guest Speaker coordinator at any time with questions or concerns. It is part of his/her job to make sure everything goes smoothly.	

TOOLS

Guest Speaker Evaluation Form

(Guest Speaker coordinator to fill in own name and contact information)

Thank you for taking the time to speak to **(name of class and school)** on **(date)**. Your participation helps students make better informed decisions regarding their future careers. Your feedback is valuable to ensuring high quality experiences for future speakers and our students. Please take a few minutes to complete this form and return it to **(whom and where)** at your earliest convenience.

<i>Your name:</i>	<i>Phone number:</i>
<i>Title:</i>	<i>Email:</i>
<i>Organization:</i>	<i>Industry:</i>
<i>Guest Speaker coordinator name and contact information:</i>	

Please evaluate the guest speaker event in each of the following areas.

Logistics				
Communication about the presentation and expectations	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Ease of participation	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Overall coordination	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Students				
Students were prepared with questions.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Students behaved appropriately.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Overall Evaluation				
Guest speaker experience	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable

Would you be willing to be a guest speaker again in the future? ☐ Yes ☐ No

Would you be willing to participate in other work-based learning activities, such as workplace tours, career fairs, informational interviews, job shadows or internships? Please note any that are of interest in the comment section below. Someone will contact you to follow up.

Please use the space below to provide additional comments about your experience. Please make note of any ways the coordinator could have helped you be better prepared.



TOOLS

Student Checklist for Guest Speaker Visits

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful tour.

Before the Guest Speaker Visit

- ☐ Research the company or organization the speaker is representing.
- ☐ Assess how a guest speaker can support your ICAP goals.
- ☐ Find out how to act appropriately during the presentation.
- ☐ Develop questions about the work, career opportunities and connections to academics at this workplace.

During the Guest Speaker Visit

- ☐ Pay close attention to the presenter and take notes.
- ☐ Listen to see if the speaker has answered any of the questions you developed beforehand.
- ☐ If the speaker answers one of your questions but you want more details write that question down to ask when appropriate.
- ☐ Listen carefully as other students are asking question so as not to repeat questions.
- ☐ Prepare to maximize your learning by listening and learning from speaker.

After the Guest Speaker Visit

- ☐ Use your notes for individual and group reflection exercises.
- ☐ Participate in classroom activities that will help you think about the value of the workplace presenter.
- ☐ Write thank-you letters to guest speaker. You may use electronic methods.
- ☐ Discuss the next step in learning about careers and your ICAP work-based learning.
- ☐ Complete an **Evaluation**.



TOOLS

Guest Speaker Student Notes and Observations Form

Speaker Information

<i>Name of speaker:</i>	<i>Job title of speaker:</i>
<i>Organization where speaker works:</i>	<i>Date of guest speaker visit:</i>
<i>Speaker's education and training history:</i>	
<i>Speaker's career history:</i>	

Careers Available in Speaker's Field

<i>What kinds of careers are available in this organization or field?</i>
<i>What kinds of things do employees in these careers do?</i>

Careers Potential

<i>What would I need to get a job in this field? (education/training/background experience)</i>
<i>What would I need to get ahead in this career?</i>
<i>What is the outlook for this career?</i>
<i>What are the potential salary ranges for this career? (entry level and top level)</i>

Observations

<i>What did you learn that was surprising?</i>
<i>How will this experience inform your future education or career plans?</i>
<i>Use this space for additional notes.</i>

Use back of page for additional questions.



TOOLS

Student Evaluation of Guest Speaker

Thank you for participating in the guest speaker visit by _____.

Name

Your feedback is important! Please complete the form and return it to your teacher.

Student name:	Name of guest speaker:
Date of guest speaker visit:	Guest speaker's organization:

Please evaluate the guest speaker event in each of the following areas.

Guest Speaker				
Speaker was interesting	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Speaker answered questions	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Information				
I found information useful	Yes		No	
Are you more or less interested in careers in the speaker's field after listening?	More		Less	
Overall Evaluation				
Guest speaker experience	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable

Would you be willing to be a guest speaker again in the future? ☐ Yes ☐ No

What did you find most interesting about the speaker's presentation and why?

What did you find least interesting about the speaker's presentation and why?

Did the presentation help you decide which career(s) you are interested in learning more about or identify careers in which you have no interest? Explain.

Do you have ideas for other guest speakers we could invite to make presentations? Please provide additional comments below.



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Counseling and
Career Development

GUIDE FOR
**College and
Career Fairs**

WORK-BASED LEARNING
TOOLKIT

*This Guide is
Recommended
for Grades:*

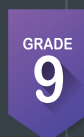




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Adapted from Oklahoma State Department of Education, Governor’s Council for Workforce and Economic Development, CIMC materials, North Dakota Regional Education Associations, Kansas City, Kansas Public Schools Quality Work-Based Learning Toolkit, Kentucky Department of Education, Office of Career and Technical Education, Work Based Learning Manual 2015 and Nebraska Department of Education.



INTRODUCTION

Developing Workplace Tours/Field Trips

This guide will help you locate and arrange tours and field trips learning opportunities that best fit students' individual career and academic plans.

What are College and Career Fairs?

College and career fairs are career awareness activities that expose students to a wide range of careers and colleges. These events typically bring multiple employers and colleges into one large space in which each exhibitor has a table or booth at which to showcase options for students.

When you are planning a college fair or a combined college and career fair, your best contacts at colleges will be recruitment or admissions staff members. Colleges are usually well-equipped to provide an informative exhibit without much help from the WBL coordinator. Industry contacts are usually in the human resources office, but you might be able to use your contacts with the college to make contact with industry. Depending on the age of the student the industry contact may need a little guidance on the type or range of information to have available for students.

The students' primary roles are to interact with adults and ask questions that will help focus their future career exploration activities. They may also collect brochures or other informational handouts that can be used to stimulate family and school discussions about education and career planning.

College and Career Fair Recommendations

College and career fairs are typically offered to students in seventh through 12th grades. Expectations for student outcomes and the content presented by employers and colleges should be relevant to the age of participating students. Fairs attended by middle school students should offer broad information about careers, while fairs attended by high school students should provide more detailed information about specific careers and the education and other requirements for them.

A college and career fair might be planned for a single school or for multiple schools in a region. A larger fair would be a more efficient way for employers and colleges to reach more

students, but it would require a larger venue and transportation for students. In rural areas, a fair for multiple schools would require transportation over longer distances. The WBL coordinator should weigh the trade-offs before deciding whether to plan a single regional fair, a fair for a few schools in the same area or one for each school.

College and career fairs typically last from several hours to a full day; some extend into the evening to facilitate attendance by parents. The format can vary based on the age of participating students and the context in which the fair is offered. Some fairs include breakout sessions that highlight specific careers, education/training programs or industry trends, while others simply host a broad array of college and employer representatives. Some fairs have employer booths and college booths in separate rooms; others have them together in one room. Often, students are scheduled to arrive at the fair in shifts to prevent overcrowding and to provide each group time to interact with the exhibitors.



COLLEGE & INDUSTRY PARTNER CHECKLIST

for College and Career Fairs

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful fair.

Before the Fair

- ☐ Use the sample email in this guide to reach out to partner industries and colleges.
- ☐ Fill out the **College and Career Fair Participation Form** and return it to the WBL coordinator.
- ☐ Speak or meet with the WBL coordinator to discuss plans for your booth and details about arrangements, including tips for making your exhibit interesting and informative for the students.
- ☐ Identify one or two representatives to attend the fair and staff your exhibit. It can be helpful if they are parents of adolescents or have facilitated similar discussions because they are likely to be more comfortable interacting with students.
- ☐ Bring brochures or other handouts with information students can take home to share with their families. Please try to bring enough for all of the students and some extras for their teachers.
- ☐ Check with the WBL coordinator if you are considering an extra-large display.
- ☐ The most effective college and career fair booths provide hands-on, interactive opportunities for students to see, touch or engage in other ways. Some participants bring tools, models or games. Please discuss your plans with the WBL coordinator, as he/she needs to make sure your display does not exceed the available space and is safe for students.

During the Fair

- ☐ Employer representatives should be prepared to talk about their industries and organizations, career opportunities available, the preparation it takes to pursue them, hiring requirements and compensation.
- ☐ College representatives should be prepared to talk about admissions requirements, courses of study, degree and certificate programs, costs and financial aid, scholarship opportunities, extracurricular activities and the life of a college student.
- ☐ Students will be prepared with information about your organization and questions to ask.

After the Fair

- ☐ Complete and return the **College and Career Fair Employer/College Evaluation**.



STUDENT CHECKLIST

for College and Career Fairs

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful fair.

Before the Fair

- ☐ Complete an assessment that shows your career interest.
- ☐ Research the colleges and industry that will be at the fair.
- ☐ Assess how a college and career fair can support your ICAP goals.
- ☐ Find out how to dress and act appropriately at the fair.
- ☐ Fill out and get signed **Student Registration and Parent/Guardian Permission Form for College and Career Fair**. [only needed if fair is off campus]
- ☐ Turn in signed permission form.
- ☐ Have other instructors sign and fill out **Teacher Permission Form for Class Absence**.
- ☐ Develop questions for the industries and/or colleges to make connections between academics and completion of ICAP.
- ☐ Know the schedule of events for the day and which events you need to attend.

During the Fair

- ☐ Pay close attention to your time and the number of booths or sessions you need to attend. Do not get stalled at one booth playing a game and forget to fulfill your obligations for the day.
- ☐ Take only materials that are related to your career interest.
- ☐ Think about what else you need to know to determine if careers in this industry are for you.
- ☐ Listen carefully as other students are asking questions so as not to repeat questions.

After the Fair

- ☐ Use your notes for individual and group reflection exercises.
- ☐ Participate in classroom activities that will help you think about the value of the college and career fair.
- ☐ Write thank you-letters to the colleges and industries that you visited. You may use electronic methods.
- ☐ Discuss the next step in learning about careers and your ICAP process.
- ☐ Complete a **College and Career Fair Student Evaluation**.



TEACHER CHECKLIST

for College and Career Fairs

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful fair.

Before the Workplace Tour

- ☐ Use the sample emails in this guide to reach out to colleges and industry and invite participation.
- ☐ Follow up emails with contact phone calls.
- ☐ Use student interest assessments to select appropriate colleges and businesses for the fair based on students' ICAPs and your course curriculum.
- ☐ Establish and confirm logistics for hosting the fair.
- ☐ Collect signed permission forms.
- ☐ Prepare students to maximize their learning by researching colleges and industries that will be attending. Help students develop plans for the fair based on their ICAPs. Help them develop questions for industry and college representatives based on their ICAPs.

During the Workplace Tour

- ☐ Ensure that students receive instruction on the schedule of the day.
- ☐ Arrange for students to experience the fair without overwhelming the colleges and industries.
- ☐ Make sure that the students know the information they need to be collecting during the fair.
- ☐ Prepare students to maximize their learning by having the forms for them to fill out at the fair.

After the Workplace Tour

- ☐ Provide individual and group reflection exercises.
- ☐ Help students make connections among academics and college and industry.
- ☐ Have students write thank you-letters to colleges and industries they saw at the fair.
- ☐ Support students in determining the next step in learning about careers and their ICAPs.
- ☐ Use employer/college and student feedback to make continuous improvement.



IMPLEMENTING

a College and Career Fair

Select appropriate colleges and industries for fair.

Successful college and career fairs require collaboration, communication and preparation by multiple stakeholders. The process involves identifying planning and implementation partners; selecting an appropriate venue; developing and funding a budget; recruiting employer and college exhibitors; making logistical arrangements; collaborating with teachers to prepare students to learn and participate; and preparing employer and college representatives to communicate effectively with students.

The work involved in planning a college and career fair, whether it is for one school or several districts, can extend over several months. As noted in the introduction, you should take the following steps when you are organizing a college and career fair.

1. Identify the partners needed to assist with implementation. Typically, these will be district and school staff, representatives of employers or employer associations and college representatives.
2. Consult with district and school staff to determine the scope of the fair (college, career or both; one school, one district or multiple
3. Working with school partners, identify a few options for the date of the fair and venues at which it could be held.
4. Draw up a tentative budget, which may include facility rental; equipment rental (e.g., tables, chairs and audiovisual or other equipment); transportation; and refreshments. Develop a strategy for securing the necessary funds (e.g., school or district budget, fees from exhibitors, sponsorships or local philanthropies).
5. Solicit student, teacher and counselor input on specific employers, careers and colleges that are of greatest interest. Use this information to develop an invitation/recruitment list for the fair.
6. Recruit employers and colleges to participate in the fair. Employer and college recruitment can be slow and time-consuming; you should start early.
7. Arrange student transportation unless the fair will be held at a single school for only the students who attend that school.
8. Prepare students for the fair.
9. Prepare exhibitors for the fair and make sure that their needs are met.
10. Hold the fair and document it with photos, as appropriate.
11. Provide structured opportunities for students to reflect on their experiences.
12. Obtain evaluations from students and exhibitors.



BEFORE

the College and Career Fair

The WBL coordinator should refer to the overall WBL plan (see the introduction) if there is one to ensure that the scheduling of the college and career fair is coordinated with the implementation of other WBL activities planned for the district or school. Employers, colleges and school staff will appreciate it if the WBL coordinator initiates contact for the fair in that larger context.

The WBL coordinator is assumed to be the individual responsible for completing or assigning all the tasks listed below, except where noted otherwise.

SIX MONTHS before the college and career fair.

- Create a planning team. Members might include district or school staff; employers in the private, public and nonprofit sectors; representatives of employer associations; and college representatives. This team will plan the event; assign responsibilities for various tasks associated with the fair; develop a budget and secure resources to fund it; determine who will staff the event; and participate in any follow-up necessary after the fair. The planning team should meet regularly (in person or by conference call) to make sure everyone is well-informed and on track. More frequent communication will take place among team members with respect to specific tasks.
- In partnership with school staff (e.g., counselors, career advisers, teachers and administrators), determine which students, classes or schools will participate in the fair.
- Determine whether providing breakout sessions for more in-depth presentations by some exhibitors is desirable.
- Based on the anticipated attendance, the number of likely exhibitors and whether space is needed for breakout sessions, identify potential locations for the fair. The WBL coordinator should then follow up to investigate costs, availability, capacity and other factors that would influence the choice of location. The location should provide an open space for exhibitor booths or tables. Spaces for breakout sessions should be nearby and large enough to accommodate special presentations for 15 to 30 students at a time.
- After consulting school calendars and checking with key employers and colleges, set a date for the fair and reserve the location. Assign specific tasks to specific team members, along with milestones and deadlines.
- Work with school staff to determine how they will obtain parent/guardian permission for students to register and participate in the fair and teacher permission to be absent from classes. Examples are provided in the resources section, but the school should use the same forms it uses for field trips and the same process and deadlines for distributing and collecting the forms. The forms may need to be modified to include a release for photographic documentation of the fair.
- Consult with teachers, counselors and career advisers to identify which employers and colleges are likely to be of greatest interest to students. These are the participants who will be targeted for the most vigorous recruitment and, if space for the fair is limited, will get priority for exhibit space. Send a save the date communication to these high-priority employer and college contacts.
- Use the WBL database and other sources (e.g., organizations like chambers of commerce, economic development agencies, workforce development boards, state departments of labor or commerce, and the personal networks of district and school staff members) to identify other employers to target.
- Solidify the final budget and secure funding commitments.



BEFORE *(continued)*

the College and Career Fair

FOUR MONTHS before the college and career fair.

- Begin outreach to employers and colleges, especially those identified to be of greatest interest to students, to build awareness of the upcoming fair and generate interest. Review the employer outreach section of the introduction for useful tips.
 - Start with high-priority employers and others that have had successful experiences with WBL activities or have been well-received at past career fairs. A sample invitation email is included in the resources section.
 - Meet with representatives of chambers of commerce, other industry and trade associations and service clubs to talk about the fair and ask them to encourage their members to participate. Provide whatever information they need (e.g., newsletter article or draft email to members) to make it easy for them to help. The sample outreach materials in the resources section can be adapted for this purpose. The WBL coordinator might offer to attend a meeting to provide additional information about plans for the fair.
 - Contact colleges that should be included in the fair.
 - Send information home with students for parent awareness and recruitment of additional employers.
- As employers and colleges respond to these contacts, secure their commitments to participate using or adapting the employer/college participation form in the resources section.

THREE MONTHS before the college and career fair.

- Follow up on invitations, especially to the employers and colleges of greatest interest to students. Ask employers that have already committed to participating for help in recruiting others, using peer communication such as the example in the resources section.
- Create a participant checklist to help employer and college representatives plan their exhibits for the fair. The resources section includes a sample that can be adapted to local context and needs.
 - Communicate the schedule for the fair as well as the space and equipment that will be available to exhibitors and offer tips for how to engage with students during the fair. Give examples of hands-on activities or demonstrations that will expose students to work-related tasks.
 - Send the participant checklist to employers and colleges that have submitted participation forms. Offer to assist them in planning their exhibits.
- Continue employer and college outreach as needed until the high-priority exhibitors have responded and the available exhibit spaces are filled.
- Determine transportation needs and how they will be addressed (e.g., bus, parents or others).
- Determine the number of volunteers needed for the fair and identify the responsibilities of each (e.g., assisting in set-up, serving as bus monitors, assisting students as they move through the fair, greeting arriving students and exhibitors, providing refreshments, taking photographs and videos, or helping with clean-up).
- **(Teachers/Counselors)** Introduce students to the college and career fair and begin to prepare them to get the most out of their participation through career research and college research.



BEFORE *(continued)*

the College and Career Fair

TWO MONTHS before the college and career fair.

- Begin outreach to employers and colleges, especially those identified to be of greatest interest to students, to build awareness of the upcoming fair and generate interest. Review the employer outreach section of the introduction for useful tips.
- Start with high-priority employers and others that have had successful experiences with WBL activities or have been well-received at past career fairs. A sample invitation email is included in the resources section.
- Meet with representatives of chambers of commerce, other industry and trade associations and service clubs to talk about the fair and ask them to encourage their members to participate. Provide whatever information they need (e.g., newsletter article or draft email to members) to make it easy for them to help. The sample outreach materials in the resources section can be adapted for this purpose. The WBL coordinator might offer to attend a meeting to provide additional information about plans for the fair.
- Contact colleges that should be included in the fair.
- Send information home with students for parent awareness and recruitment of additional employers.
- As employers and colleges respond to these contacts, secure their commitments to participate using or adapting the employer/college participation form in the resources section.

ONE MONTH before the college and career fair.

- Continue employer outreach and obtain additional commitments, as needed.
- Maintain contact with participants and continue to offer assistance with planning their exhibits. Gather information on any space or other requirements (e.g., electrical outlets, internet access) to make sure that they can be provided.
- Recruit staff and volunteers for the day of the fair. They may be school staff, parents, college students or even high school students (as long as they still have time to participate in the fair).
- Develop student deliverables for participation in the fair. These may include passports to the future (see sample in the resources section) to be stamped by employer or college representatives or other tools that encourage student engagement and facilitate tracking of students during the fair.
- Reach out to local media outlets that might cover the fair. These could include local and regional newspapers, radio and television news programs and/or school publications.
- Have schools distribute required student registration, parent/guardian permission and teacher permission for class absence forms and a list of participating employers and colleges to students. Include an invitation for parents/guardians to participate, if possible. School staff should determine the deadline for return of permission forms.
- **(Teachers/Counselors)** Continue student preparation activities:
 - Have students conduct research on participating employers and colleges, with a special focus on those that align with their individual career interests.
 - Introduce students to informational interviews to help them interact effectively with employer and college representatives.
 - Help students develop questions to ask employer and college exhibitors. For example, students might ask employer representatives about their job responsibilities, skill requirements and what they like and dislike about their jobs. The students might ask college representatives about entrance requirements, costs and the availability of programs related to specific careers.



BEFORE *(continued)*

the College and Career Fair

TWO WEEKS before the college and career fair.

- Touch base with employer and college participants to answer questions and confirm all logistical information.
 - Create and finalize a floor plan or diagram for the fair, assigning booths or tables to participants.
 - Finalize assignments for staff and volunteers and define expectations for each assignment. It may be helpful to designate task leaders for jobs like set-up and clean-up.
 - Confirm transportation plans.
 - Confirm site preparation arrangements, including parking, tables, chairs, refreshments (if any), storage (for coats and exhibitor materials), table decorations (if any), internet access (if required), electrical outlets, etc.
 - **(School staff)** Finish collecting registration, parent/guardian permission and class absence forms.
 - **(Teachers/Counselors)** Continue preparing students for the fair by reviewing participating employers and colleges as well as past lessons.
-

ONE WEEK before the college and career fair.

- Reconfirm details for participating employers and colleges. Include information on how to contact the WBL coordinator and other key staff before and during the fair.
- Secure or create directional signs and decorations (e.g., balloons outside the doors to the event and signs with the agenda for the day and locations of specific exhibitors and breakout sessions).
- Review the fair logistics with the planning team, staff and volunteers and make any needed adjustments. Make plans for communication on the day of the fair, using mobile phones or walkie-talkies.
- Remind media outlets that the fair is coming up, so they can plan coverage assignments. Make sure the media have an on-site contact (typically the WBL coordinator, but perhaps a district media relations person) to guide them to the most newsworthy exhibits.
- **(School staff)** Determine how to handle students who did not secure parent/guardian permission or class absence forms by the due date (e.g., attend a study hall or have special assignments for the time when other students will be at the fair).
- **(Teachers/Counselors)** Continue student preparation activities:
 - Discuss appropriate student behavior and attire for the fair.
 - Distribute and review the questionnaires or forms students will be completing during the fair. (See resources section for sample.)
 - Create and distribute schedules for the fair, including transportation arrangements. In some instances, schedules may be customized based on students' selections of employer and/or college representatives they wish to meet and breakout sessions they want to attend. Schedules should be shared with the WBL coordinator and others involved in implementation.
 - Address any questions or concerns that students (or their parents) may have or refer them to the WBL coordinator.



BEFORE *(continued)*

the College and Career Fair

ONE DAY before the college and career fair.

- Send a final confirmation email to exhibitors, including logistical and contact information.
- Send a reminder to media outlets with specifics on location, schedule, notable exhibitors, what will be happening and whom to contact on site.
- If possible, begin to set up for the fair, including technology resources, registration tables, directional signs, decorations, booths or tables and breakout session rooms.
- **(Teachers/Counselors)** Distribute the final list of participating employers and colleges, the locations of their exhibits, breakout session assignments and a passport to the future or other tool to document the exhibits the students visit. *(See sample passport to the future in resources section.)* Extra copies should also be available at the fair.



DURING

the College and Career Fair

DAY OF the college and career fair.

- Complete set-up work. Allow ample time to be ready before the start of the fair. Walk the space to identify and correct any problems.
- Gather staff, organizers, and employer and college representatives to share logistical information, introduce key contacts and answer questions. Include details about post-fair clean-up as determined during planning process.
- Ensure that all students have transportation and that attendance is taken at the fair or on the bus to and from the fair.
- Greet media representatives and guide them to potential points of interest.
- Ensure that the assigned staff and volunteers perform the clean-up tasks assigned to them and that the space is left as specified in the rental contract.
- As employer and college representatives are leaving, thank them for participating and give them evaluation forms (sample in resources section) to complete. Follow up by emailing the form.
- **(School staff)** Distribute evaluation forms to students as they leave the fair or on the bus.
- **(On-site staff and volunteers)** Direct students to appropriate booths or breakout sessions, maintain the schedule, answer questions, and document the fair with photos.



AFTER

the College and Career Fair

ONE DAY TO ONE WEEK AFTER the college and career fair.

- Send thank-you emails to employer and college representatives along with a reminder to return their evaluation forms; include a few highlights from student comments, photos and media coverage.
- Collect and review evaluations completed by students, employer representatives and college representatives.
- If negative feedback is obtained from evaluations, gather additional information and take appropriate action promptly. Capture this information for use in planning future fairs.
- Conduct a debriefing session with the planning team. Share all evaluation results and capture lessons learned for future college and career fairs.
- Follow up with media representatives who did and did not attend. Media outlets that did not attend may still publish news from the fair. Collect news coverage and distribute to participants. Also share any media coverage with school districts, schools and other partners. This information can be used for outreach in subsequent years.
- Follow up with any employers or college representatives who expressed interest in further participation in WBL activities.
- **(Teachers/Counselors)** Conduct reflection activities in classes and compile students' written reflections for dissemination.



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Personalization of Tools Instructions

The tools are designed so that your school or organization can insert your logo and contact information into the header and footer. The tools themselves are fillable forms that are separate documents that can be uploaded to other sources to be filled out by students and workplace partners.



TOOLS

College & Industry Partner Checklist for College and Career Fair

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful fair.

Before the Fair

- ☐ Use the sample email in this guide to reach out to partner industries and colleges.
- ☐ Fill out the **College and Career Fair Participation Form** and return it to the WBL coordinator.
- ☐ Speak or meet with the WBL coordinator to discuss plans for your booth and details about arrangements, including tips for making your exhibit interesting and informative for the students.
- ☐ Identify one or two representatives to attend the fair and staff your exhibit. It can be helpful if they are parents of adolescents or have facilitated similar discussions because they are likely to be more comfortable interacting with students.
- ☐ Bring brochures or other handouts with information students can take home to share with their families. Please try to bring enough for all of the students and some extras for their teachers.
 - ☐ Check with the WBL coordinator if you are considering an extra-large display.
 - ☐ The most effective college and career fair booths provide hands-on, interactive opportunities for students to see, touch or engage in other ways. Some participants bring tools, models or games. Please discuss your plans with the WBL coordinator, as he/she needs to make sure your display does not exceed the available space and is safe for students.

During the Fair

- ☐ Employer representatives should be prepared to talk about their industries and organizations, career opportunities available, the preparation it takes to pursue them, hiring requirements and compensation.
- ☐ College representatives should be prepared to talk about admissions requirements, courses of study, degree and certificate programs, costs and financial aid, scholarship opportunities, extracurricular activities and the life of a college student.
- ☐ Students will be prepared with information about your organization and questions to ask.

After the Fair

- ☐ Complete and return the **College and Career Fair Employer/College Evaluation**.



TOOLS

Student Checklist for College and Career Fair

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful fair.

Before the Fair

- ☐ Complete an assessment that shows your career interest.
- ☐ Research the colleges and industry that will be at the fair.
- ☐ Assess how a college and career fair can support your ICAP goals.
- ☐ Find out how to dress and act appropriately at the fair.
- ☐ Fill out and get signed **Student Registration and Parent/Guardian Permission Form for College and Career Fair**. [only needed if fair is off campus]
 - ☐ Turn in signed permission form.
 - ☐ Have other instructors sign and fill out Teacher Permission Form for Class Absence.
 - ☐ Develop questions for the industries and/or colleges to make connections between academics and completion of ICAP.
 - ☐ Know the schedule of events for the day and which events you need to attend.

During the Fair

- ☐ Pay close attention to your time and the number of booths or sessions you need to attend. Do not get stalled at one booth playing a game and forget to fulfill your obligations for the day.
- ☐ Take only materials that are related to your career interest.
- ☐ Think about what else you need to know to determine if careers in this industry are for you.
- ☐ Listen carefully as other students are asking questions so as not to repeat questions.

After the Fair

- ☐ Use your notes for individual and group reflection exercises.
- ☐ Participate in classroom activities that will help you think about the value of the college and career fair.
- ☐ Write thank you-letters to the colleges and industries that you visited. You may use electronic methods.
- ☐ Discuss the next step in learning about careers and your ICAP process.
- ☐ Complete a **College and Career Fair Student Evaluation**.



TOOLS

Teacher Checklist for College and Career Fair

Use this checklist as a quick reference to ensure you have completed all the steps needed to have a successful fair.

Before the Fair

- ☐ Use the sample emails in this guide to reach out to colleges and industry and invite participation.
- ☐ Follow up emails with contact phone calls.
- ☐ Use student interest assessments to select appropriate colleges and businesses for the fair based on students' ICAPs and your course curriculum.
- ☐ Establish and confirm logistics for hosting the fair.
- ☐ Collect signed permission forms.
- ☐ Prepare students to maximize their learning by researching colleges and industries that will be attending. Help students develop plans for the fair based on their ICAPs. Help them develop questions for industry and college representatives based on their ICAPs.

During the Fair

- ☐ Ensure that students receive instruction on the schedule of the day.
- ☐ Arrange for students to experience the fair without overwhelming the colleges and industries.
- ☐ Make sure that the students know the information they need to be collecting during the fair.
- ☐ Prepare students to maximize their learning by having the forms for them to fill out at the fair.

After the Fair

- ☐ Provide individual and group reflection exercises.
- ☐ Help students make connections among academics, college and industry.
- ☐ Have students write thank you-letters to colleges and industries they saw at the fair.
- ☐ Support students in determining the next step in learning about careers and their ICAPs.
- ☐ Use employer/college and student feedback to make continuous improvement.



TOOLS

for College and Career Fairs

WBL Coordinator

- Sample email to employers and colleges from WBL coordinator
- Sample email for employers to forward to others
- College and career fair participation form

Participants [employers/colleges]

- College and career fair employer/college evaluation

School

- Student registration and parent guardian permission for college and career fair
- Teacher permission form for class absence

Student

- Passport to the future
- College and career fair student evaluation



TOOLS

Email to Employers and Colleges from WBL Coordinator – **SAMPLE**

Good Morning,

My name is John Doe, and I work for the XYZ (district or school). We are planning a college and career fair for students (and parents, if applicable) from (names of schools) and are seeking employer and college representatives to showcase their organizations at the fair. Employers will be asked to provide information about the careers available in their industries, while college representatives will be expected to explain how their programs and degrees prepare students for careers.

College and career fairs are very helpful to students as they build awareness of career options and plan the next steps for career exploration. They are part of a broader continuum of work-based learning opportunities that expose students to real-world careers. These activities help students set education and career goals and learn what it takes to prepare for the careers that interest them.

Here are some specifics about the college and career fair:

- (Date) from X:XX a.m. to X:XX p.m.
- ## #th and #th grade students from (schools)
- Location
- ## exhibit spaces available

Because of strong student interest in your (organization, college, industry or occupation), we are especially interested in making sure that you reserve an exhibit space while it is still available. If you are willing to participate in the fair, we can work out the details together. Please contact me at (phone number) or (email) if you are interested. I have enclosed a participation form you can use to confirm your intentions.

If you are unable to participate in this year's fair but would like to learn about other opportunities to work with students by being a guest speaker, hosting a workplace tour or job shadow or providing internships, please contact me at your earliest convenience.

Thank you,

John Doe

John Doe, Title
XYZ District or School
Contact information



TOOLS

Email to Employers to Forward to Others – *SAMPLE*

Good Morning,

My name is Jane Doe, and I lead the marketing and communications department for (Blue Star Telephone Company). (Blue Star) has been working with students from (XYZ district or school) for (how long?) and would like to encourage you to participate in a college and career fair for local students. We've found these fairs to be rewarding experiences for our employees as well as a good form of early recruitment for (Blue Star).

XYZ school district (or school name) is seeking employers to exhibit at the fair to help build student awareness of potential careers in your industry. This year's fair will take place on (date) from X:XX a.m. to X:XX p.m. at (location). Participating in the fair represents a significant investment of your time, but it will be very valuable to students as they make choices about their future education and careers. It also will provide favorable exposure for your organization and the opportunities it offers. For more information, please see the attached participation form or contact (WBL coordinator name, email and phone). (WBL coordinator name) will be happy to work with you to plan an interesting exhibit that will engage students and parents, showcase your organization and provide a positive experience for your employees.

If you have questions, please feel free to contact (WBL coordinator name) or me at any time.

Thank you,

Jane Doe, Title
Organization
Contact information



TOOLS

College and Career Fair Participant Form

(WBL coordinator to fill in own name and contact information)

XYZ district or school is hosting a college and career fair for #th and #th grade students from (school names) to learn more about potential careers and postsecondary education options. College and career fairs are an important component of a multiyear program that helps students learn about potential career opportunities and set goals for their future education and career preparation. (Name), the work-based learning (WBL) coordinator who is leading the planning for the fair, will be happy to work with you to plan an interesting and engaging exhibit.

Fair details:

- (Date) from X:XX a.m. to X:XX p.m. (Exhibitor arrival for setup and briefing one hour before fair)
- (Location)
- ### #th and #th grade students
- Each booth for exhibitors will have a table to provide information, demonstrations, hands-on experiences, handouts or other features that will engage students.
- If you have any equipment, electrical power or internet access needs, please list them below.

Please complete the following information and return it via email by (date). We will confirm receipt and send you more information about the fair. I will contact you to discuss plans for your booth.

Employer/college:	
Industry/education programs:	
Main contact name:	
Phone: ()	Email:
Logistical needs (electrical outlet, internet access, etc.):	
Other comments:	
Signature:	WBL coordinator name, phone and email:

*Your support of career awareness and exploration activities like this fair is a valuable complement to classroom learning and can make a real difference in the lives of our students. **Thank you!***



TOOLS

College and Career Fair Employer/College Evaluation

Thank you for taking the time to participate in the (date or location or other identifier) fair. Your support of this activity provides students with opportunities to make better informed decisions about their futures. Your feedback is valuable to ensuring high-quality experiences for you, other college and career fair exhibitors and our students. Please take a few minutes to complete this form and return it to the fair coordinator.

Name:	Phone number: ()
Title:	Email:
Organization/ Institution:	Industry:

Please evaluate the fair in each of the following areas.

LOGISTICS				
Communication about the fair and expectations expectations	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Ease of participation	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Fair coordination	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Fair layout	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Fair schedule	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
STUDENTS				
Students were prepared with questions	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Students were professional	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
OVERALL EVALUATION				
College and career fair experience	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable

Would you be willing to participate in future fairs?

Would you be willing to participate in other work-based learning activities, such as guest speaker presentations, workplace tours, informational interviews, job shadows or internships? Please note any that are of interest in the comment section below. Someone will contact you to follow up.

Please use the space below to provide comments about the fair. Please be sure to suggest ways to make future fairs more convenient and productive for exhibitors.

TOOLS

Student Registration and Parent/Guardian Permission Form for College and Career Fair

(Only needed if fair location is off campus. The top part should be completed by the WBL coordinator, except for student and parent names.)

Both the student and the parent or guardian should review the expectations outlined in this form. A signature on this form not only signifies permission, but also a commitment to fulfill the expectations. **This form must be signed and returned to (whom, where) by (due date), or the student will not be able to participate in the fair.**

Student name:	Parent/guardian name:
Date of fair:	Location of fair:
Hours of fair:	
Meeting place and time for departure and return:	Transportation arrangements:
School contact name, phone and email:	Work-based learning coordinator name, phone and email:
Expectations for students: 1. Participate in classroom lessons to prepare for fair. 2. Obtain signatures and assignments from teachers for all classes that will be missed. 3. Arrive on time on the day of the fair. 4. Adhere to the dress code discussed in class. 5. Demonstrate appropriate workplace behavior. 6. Listen to and ask questions of the employer and college representatives participating in the fair. 7. Get your passport to the future stamped or signed at each exhibit you visit. 8. Participate in post-fair reflection activities. 9. Complete an evaluation of the fair. 10. Complete all assignments from any missed classes.	
Expectations for parents or guardians: Please check boxes to indicate your understanding and acceptance of each item. ☐ Support student's participation and fulfillment of the above expectations. ☐ Give permission for student to participate, understanding that the (name of district) bears no responsibility for health, accident or transportation insurance while the student is away from school to attend the fair. ☐ Give permission for the student to be photographed during the fair. ☐ Parents are welcome to visit the fair. Please register at the entrance if you decide to come.	
Student name:	Parent or guardian name:
Student signature:	Parent signature:



TOOLS

Teacher Permission Form for Class Absence

(Only include periods that students will miss)

You are excused from (part of day or full day) of school on (date) to participate in a college and career fair at (location). There are certain procedures that must be followed for this to happen. All teachers whose classes you will miss must be informed, and you must obtain all assignments for the day of the tour. It is up to your individual teachers to decide when the assignments you miss will be due.

This form must be completed with all teacher signatures and turned in to (whom) *by the established deadline* in order for you to be excused from class. Students will not be permitted to attend the college and career fair if they have not submitted completed permission forms.

Student name:	Date of fair:
Period 1 teacher signature:	Assignment:
Period 2 teacher signature:	Assignment:
Period 3 teacher signature:	Assignment:
Period 4 teacher signature:	Assignment:
Period 5 teacher signature:	Assignment:
Period 6 teacher signature:	Assignment:
Period 7 teacher signature:	Assignment:



TOOLS

Passport to the Future

(Add pages as needed, so that students can make notes on all exhibits and write questions they created before fair.)

As you move through the college and career fair and talk to representatives at each exhibit, write the name of each employer or college you visit in one of the boxes below and ask a representative to sign or stamp it. You may use this form to make notes about memorable employers or higher education institutions.

Student name:	Date of fair:
School:	

Exhibits visited:

Additional questions on back of paper.



TOOLS

College and Career Fair Student Evaluation

Thank you for participating in the college and career fair. Your feedback is important. Please complete the form and return it to your teacher.

Student name:	Date of fair:
School:	

Please evaluate the experience in each of the following areas:

BOOTHS				
Booths were hands-on and interesting.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Representatives described their organizations in detail.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Representatives were friendly.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
BREAKOUT SESSIONS (if applicable)				
Breakout sessions were helpful.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Comments about breakout sessions.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
OVERALL EVALUATION				
The fair helped me learn more about careers and education programs.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
College and career fair experience.	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable

Would you recommend other students attend a similar fair? Explain.

Did the fair help you decide which career(s) you are interested in learning more about or careers in which you are not at all interested? Explain why.

What was the most interesting exhibit you visited and why?

What was the least interesting exhibit you visited and why?

Please provide additional comments below.



Instructional Support Materials

What's Inside:

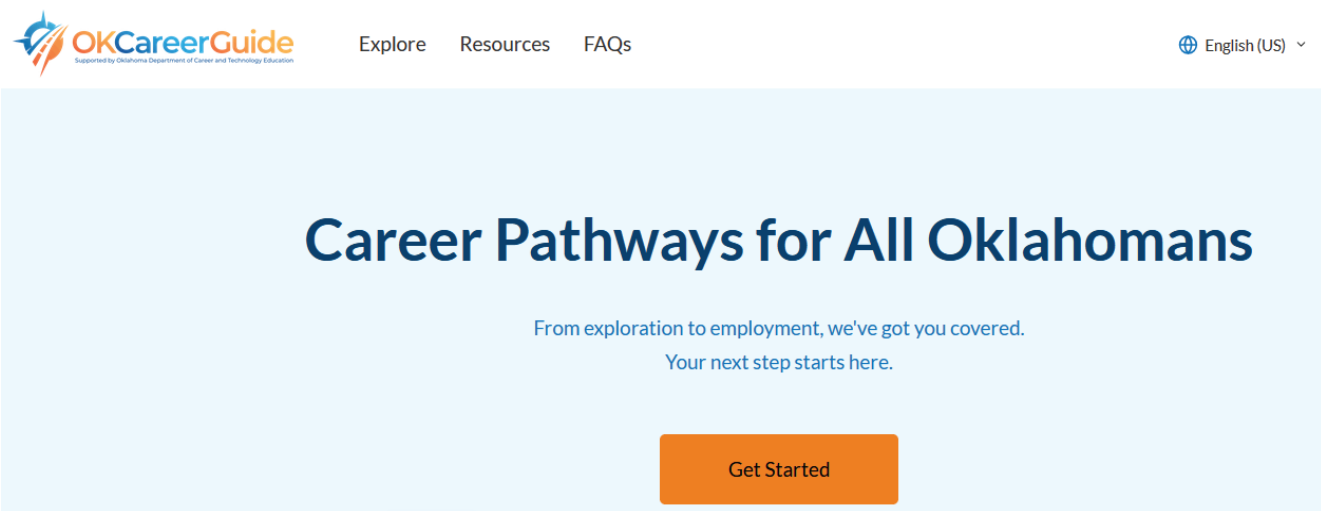
- **Creating a Fake Student Account**
- **Talking Points Before Assessment**
- **Talking Points After Assessment**
- **Career Map**
- **My Goals**
- **ICAP/WBL Spectrum/Definitions**

Creating a Student Account

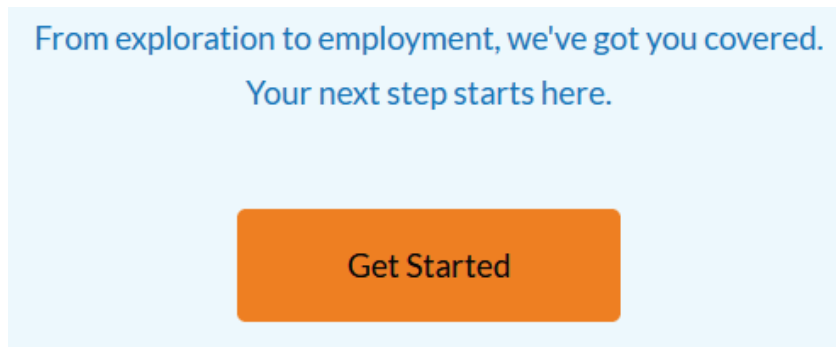
We would like everyone to create a student OK Career Guide account before training. This allow us to spend more time in hands-on training within the system. It should only take about 15 minutes to register as a student. We want educators to register as students so they can experience the OK Career Guide platform as their students will experience it.

Steps to create an OK Career Guide Student account.

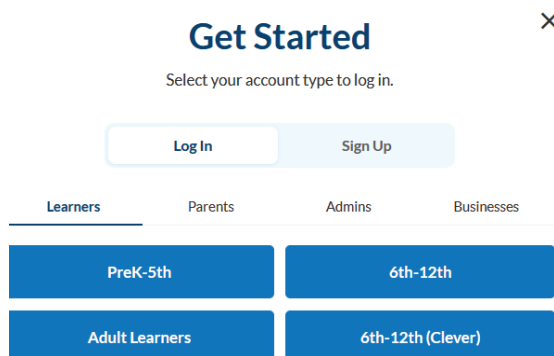
Go to www.OkCareerGuide.org



Click on Get Started (orange button).



Choose "Sign Up" and "6th-12th." Remember, you are creating a student account. Complete the questions that follow as if you were a student.



Tip: At some point you should make an adult account to see how to link the student account to a parent's account. Also make an administrator or educator account to see what data is generated by the students.

Click Next Steps and begin the four-step registration process.

a. Step 1: School Information

- I. Current Grade Level: Choose the grade level you work with the most.
- II. High School Graduation Year
- III. School, Center, Org or Oklahoma Resident: Type "ODCTE Training" as your school.
This is our training school. This will allow your school to maintain the integrity of student data on OK Career Guide.

b. Step 2: Personal Information

- I. First Name
- II. Last Name
- III. Zip Code
- IV. Birth Date
- V. Gender
- VI. Please contact me by: Please choose email.
- VII. Email Address: Enter an email to which you will have access.

Tip: Make sure that you and your students use a good email or text number for contacts and check the box that allows the administrator to send messages.

c. Step 3: Create a User Name

- I. Create desired user name: It may help to add the word "student" to your user name so you can remember that this is your student account. Later you will have an educator account.
- II. Choose password
- III. Confirm password
- IV. Pick a security question and answer it.
- V. Please document your user name and password for future use.
 1. User name:
 2. Password:

d. Step 4: Demographics

- I. After you fill in your demographic information, click "Sign Me Up" to complete the process.

Please document this for the future use.

User Name: _____ **Password:** _____

Are you Hispanic or Latino?

☐ Yes ☐ No ☐ I prefer not to answer

What is your race? (Check one or more)

☐ American Indian or Alaska Native ☐ White

☐ Asian ☐ I prefer not to answer

☐ Black or African American

☐ Native Hawaiian or Other Pacific Islander

☐ I have read and agree to the [terms and conditions](#) of use.

Tip: Having students to complete the race and ethnicity demographics will allow you to run reports to look at data broken down by racial and ethnic groups. Your program can then offer equity driven services based on your community needs. This can also allow you to contact groups of students through the system based on race and ethnicity when specific scholarships or opportunities arise.



OKCareerGuide.org Talking Points Before Assessments

✓ **NOTE:** This script can help the students get the best results from the assessments in OKCareerGuide.org

There are three assessments in OK Career Guide to help you make informed decisions about your career pathway and education. Assessments will be taken annually and will change as your interest, skills, and values increase/change.

Interest Assessment - Helps you connect your personal interests to career options.

You rate how much you like or dislike each activity presented. This is not the time to be unsure or not know. If you are unsure or do not know if you have interest, then consider it a dislike. When you are finished, your highest interest will be matched with a career that you may enjoy. When you choose a career that matches your overall interests, you're more likely to enjoy your job. You're also more likely to be successful.

Skills Confidence Assessment - Helps you figure out what you believe you are good at and what careers your skills fit. In the workplace, there are two kinds of skills: technical skills, and soft skills. Both types are essential for success.

Your skills describe what you like to do and what you are good at. You develop skills by training and experience that improve your ability to do tasks. You will rate how confident you are that you can accomplish each activity presented. Once again this is not a time to guess if you might be good at something. If you do not know, it should be "cannot do at all". When you are finished, review the skills you have identified and explore careers with those skills.

Work Values Assessment - Learn what is most important to you in your work environment and atmosphere. The best career choices are ones that match your values.

Values are your beliefs about what is important or desirable. When your values line up with how you live and work, you tend to feel more satisfied and confident. Living or working in ways that contradict your values can lead to dissatisfaction, confusion, and discouragement. So, there are good reason to clarify your values, and seek to match your work to them. You rate how important work-related values are to you. When you are finished, your values will be matched with careers that you may enjoy. Remember these are your values not your parents or someone else's value.



<https://oklahoma.gov/careertech/educators/counseling-and-career-development.html>



OKCareerGuide.org Talking Points After Assessments

✓ **NOTE:** This script can help you explain the assessments in OK Career Guide.

There are three assessments in OK Career Guide to help you make informed decisions about your career pathway and education.

Interest Assessment - Helps you connect your personal interests to career options.

You rate how much you like or dislike each activity presented. When you are finished, your highest interest will be matched with a career that you may enjoy. It is suggested that young people choose occupations related to their **interests** and develop the needed skills through coursework and on-the-job experience.

There are three types of scores High-Flat, Differentiated, and Low-Flat.

- **High-Flat:** Most or all the scores are in the high range, can retake if they want to.
- **Differentiated:** Some high, medium, and low having a lot of difference from the high to the low.
- **Low-Flat:** Most or all the score are in the low range, may need to retake assessment.

The differentiated difference form high, medium, and low are the best results to get started on looking at careers.

Skills Confidence Assessment - Helps you figure out what you believe you are good at and what careers your skills fit.

You rate how confident you are that you can accomplish each activity presented. When you are finished, review the skills you have identified and explore careers with those skills. Remember that skills can be learned so if skills do not match interest that can be changed with training.

Once again there are three type of scores High-Flat, Differentiated, and Low-Flat.

- **High-Flat:** Most or all the scores are in the high range, you may have lots of experience and will have to rely on interest to guide career.
- **Differentiated:** Some high, medium, and low having a lot of difference from the high to the low.
- **Low-Flat:** Most or all the score are in the low range, remember that skills can be learned.

One is not better than another in this area it just means different things.





Work Values Assessment - Learn what is most important to you in your work environment and atmosphere.

The Values inventory measures the importance of 12 work-related values: Variety, Achievement, Workplace, Co-Workers, Supervision, Creativity, Security, Independence, Prestige, Lifestyle, Challenge, Income.

- **Variety:** Having Variety in a job means that its work tasks are not routine and that the job allows me to do many kinds of things in a day's work.
- **Achievement:** having Achievement in a job means that I feel as if I am accomplishing something that is important and visible and am being successful in my work.
- **Workplace:** The Workplace value means that the environment in which I do my job is one that is clean, comfortable, and free of danger.
- **Co-Workers:** The Co-Workers value means that I work with helpful and trustworthy people on my job, enjoyable enough to possibly want them as friends.
- **Supervision:** The Supervision value means that I have a boss who respects me, recognizes my value, is easy to talk to, and is concerned about me as a person.
- **Creativity:** Having Creativity in my job means that I have an opportunity to be resourceful and inventive in the way I do my work and will often be called upon to contribute new ideas.
- **Security:** Having Security in my job means that I am employed by a stable company that very rarely must reduce its number of employees.
- **Independence:** Having Independence in my job means that I am trusted to make many decisions on my own and do not have to constantly report to a supervisor.
- **Prestige:** Having Prestige through my work means that the work tasks and level of responsibility of my job cause others to respect me both in my setting and in society in general.
- **Lifestyle:** The Lifestyle value means that the work tasks and work hours required in my job do not conflict with the time I want to spend with family and friends in leisure activities.
- **Challenge:** Having Challenge in my job means that I need to stay mentally sharp and that I have opportunities to continue to learn and to expand my work tasks into new areas.
- **Income:** The Income value means that my job pays considerably more than most people earn and allows me to have a high standard of living without concern about finances.

You rate how important work-related values are to you. When you are finished, your values will be matched with careers that you may enjoy. Keep in mind that as you grow older and more experienced that your values may change.



**OKLAHOMA
CareerTech**

CCD

Counseling and
Career Development

<https://oklahoma.gov/careertech/educators/counseling-and-career-development.html>

DATE _____

GRADE 7

GRADE 8

How Do I Explore a Future Career?

Mapping Out a Plan - Goals in Navigator

If you take a road trip, you probably program a GPS to help map the route you will take to reach your destination. Exploration prior to making an Individual Career Academic Plan, or ICAP, serves the same purpose. You explore possible directions or steps you need to take to meet your goals.

What happens if you change your mind? No problem. Just like the GPS system, you can recalculate the courses and steps you need to get you on track for your new career choice.

- Career exploration and planning in OKCareerGuide is as simple as **Take an Assessment, Explore Occupations, Plan for Education**.
- You are never too young to start documenting your accomplishments. This can be done in **Documents**, which can lead to an electronic portfolio called **E-Profile** when you get into high school.
- Visit **OKCareerGuide.org** to start exploring.

The information below will help you in your exploration and career planning.

[illegible]

My Goals

Where am I going?
What do I want to work toward?

How will I get there?

How will I know when I've arrived?
What does success look/feel like?

ICAP/WBL

Individual Career & Academic Plan/Work-Based Learning

Timeline and Definitions

This suggested timeline is not a requirement but a template to ensure that students use their ICAP experiences in service learning and work environment activities continuously throughout middle and high school.

The following are recommendations to help you develop an action plan that leads to a successful service learning or work-based learning experience.

Timeline

WORK-BASED LEARNING				6 th GRADE	7 th GRADE	8 th GRADE	9 th GRADE	10 th GRADE	11 th GRADE	12 th GRADE	13 th GRADE
COMPLETION CRITERIA											
WBL Preparation	WBL Exploration	WBL Awareness	Tours/Field Trips	✓	✓	✓	✓	✓			
			Guest Speakers	✓	✓	✓	✓				
			Career Exploration Days/Fairs			✓	✓	✓			
			Interviews			✓	✓	✓			
			Mentoring		✓	✓	✓	✓	✓		
		WBL Exploration	Service Learning Project	✓	✓	✓	✓	✓	✓	✓	
			Community Service/Volunteer Work	✓	✓	✓	✓	✓	✓	✓	✓
			CareerTech Program of Study [PBL, Co-Op, etc.]				✓	✓	✓	✓	✓
			Job Shadow			✓	✓	✓	✓	✓	✓
			Internship						✓	✓	✓
			Clinical						✓	✓	✓
			Pre-Apprenticeship/ Youth Apprenticeship					✓	✓	✓	✓
			Apprenticeship							✓	✓
			Employee Development							✓	✓

Definitions

The Governor's Council for Workforce and Economic Development defines **work-based learning activity** as a planned, structured learning experience that provides Oklahomans with real-life or simulated work experiences through which they can develop and apply academic, technical and essential skills and that contributes to the achievement of their postsecondary and employment goals. The GCWED is employing a flexible definition of work-based learning, encompassing the activities below:

Workplace Tours/Field Trips: Career awareness activities in which students visit a workplace to learn about the business, meet employees, ask questions and observe work in progress. Tours and field trips can also include institutions of higher learning or technology centers.

Guest Speakers: A career awareness activity in which industry experts are given opportunities to share their perspectives on what the world of business is like and their passion for what they do, to make connections with duties and daily activities of the job and to offer their well-earned words of advice. Speakers are also open for informal interviews with the students and the instructor in the classroom.

Career Exploration Days/Fairs: Useful for a range of students, they are frequently used to recruit students of all ages and expose them to a variety of career options. The fairs may include age-appropriate job-related activities or handouts.

Interviews: A career awareness activity in which students formally interview a workplace partner about his or her industry and chosen profession. The interview includes discussion of the career itself, duties and daily activities of the job and the level of education required to be successful. The students also explore growth opportunities in the industry and salary ranges for different occupations.

Career Mentoring: A career exploration activity in which the student is matched one-to-one with an adult professional in a chosen field of interest to explore a career and related issues. The career mentor serves as a resource for the student by sharing insights and providing guidance about the workplace, careers and education. This mentoring can take place in conjunction with an activity that a club or student organization is sponsoring. It may also take place within a class where the student may be working on a capstone project.

Service Learning Project: A career exploration activity in which the method of teaching and learning combines academic work with service and social action. Students complete a planned series of activities and apply their skills and knowledge to help meet a need in the school or greater community. The activity usually culminates with a presentation of the research, the process and solution results.

Community Service/Volunteer Work: An activity in which students perform unpaid public services as a way to gain experience. Service learning allows students to learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community (*National and Community Service Act of 1990*).

CareerTech Program of Study

[PBL, Co-Op, Etc.]: A program of learning that requires learning specific skills. A program of learning that requires learning specific knowledge and skills that are applied to the real world of work by using project-based learning, co-op education, work site learning, live work or other end of instruction and work-ready skills mastery experiences that lead to the completion of the program of study. The program of study is a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level, thus allowing the student to enter the workforce or advance to a higher work/learning environment. This would also include entrepreneurship or school-based enterprise. Example- DECA. <http://www.deca.org/high-school-programs/school-based-enterprises/>

Job Shadow: Job shadow experiences allow participants to explore specific careers of interest by observing experienced employees performing their typical work duties in real-world work environments. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant. Job shadowing typically includes a partnership between a business and education/training institution and provides relevant career information to assist participants.



Definitions

Internship: A position for a student or trainee to work in an organization for a limited time, sometimes without pay, to gain work experience, satisfy requirements for a credential and/or gain course credit. An internship may be arranged within the private for-profit sector, the nonprofit sector or the public sector. With the passage of SB 1171 in 2018, Oklahoma employers can participate in Oklahoma's registered internship program as of July 2018. The program creates a competitive recruitment process so employers can find the best intern to meet their organizations' needs.

For youth internships through which students are receiving K-12 academic credit, the following guidelines were set by the Oklahoma State Department of Education in 2017:

- Students must be juniors or seniors to participate in an internship.
- A maximum of two high school elective hours of the six rigorous course hours required per school day can be used for such programs. (The two hours include student travel to internship site.) A senior student may petition the local school board to increase the time to three hours if that fits into the student's schedule.
- Internships will count as a semester course and can be repeated for elective credit—up to one credit per semester (per class, consistent with concurrent enrollment).
- Districts are encouraged to consider developing local policies and guidelines to govern internship programs including the following:
 - Agreements between the school and business.
 - Grading rubrics for school, student and business (e.g., attendance).
 - Feedback forms for business.
 - Performance evaluations for students.
 - Workplace safety.

Clinical: Work based learning programs that involve health related careers. Clinicals are a supervised student experience that allows the student to put into practice skills they have learned in a health care program. Clinicals involve hospital and other health care settings which require some level of patient care or contact. Clinicals may take place during the last section or quarter of a training program or may even extend over multiple terms. Clinical experience is a key component for anyone interested in working in a health career.

Many healthcare training programs have a required clinical component to obtain certification or licensure in that specific health career.

Youth Apprenticeship/Pre-Apprenticeship: A program designed to prepare individuals to enter and succeed in a registered apprenticeship program. Pre-apprenticeship models allow individuals to master essential basic skills; they are then directly accepted into apprenticeship programs, often receiving credit for prior experience. Basic essential skills could include training in math, literacy, communication and other prevocational and vocational skills that are essential for success in a registered apprenticeship program. Through a variety of unique designs and approaches, pre-apprenticeship programs can be adapted to meet the needs of differing populations being trained, the various employers and sponsors they serve and specific opportunities within the local labor market. Pre-apprenticeships have formal relationships with one or more registered apprenticeship programs.

Apprenticeship: Highly formal job training experience that involves studying with a master of the trade or experienced mentor on the job. Registered apprenticeships refer to those programs that are registered with the U.S. Department of Labor. Registered apprenticeship programs are written plans designed to move apprentices from low- or no-skill entry-level positions to full occupational proficiency. Registered apprenticeships are employer-driven, earn while you learn models that combine on-the-job training with related technical instruction, resulting in industry-recognized national certifications upon completion. Apprenticeships are full-time, paid positions that provide specialized training in specific occupational skills. Apprentices receive on-the-job training from experienced mentors at the job site, which is supplemented by related technical instruction. DOL recommends a minimum of 2,000 hours of on-the-job training and 144 hours of related technical instruction per year.

Employee Development: A process through which employees, with the support of employers, undergo various training programs to enhance skills and acquire new knowledge and skills. It frequently includes training programs and leadership development programs. Investments in employee learning and development directly affect employee engagement and productivity, improving overall business success metrics.

GRADE
6

GRADE
7

GRADE
8

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